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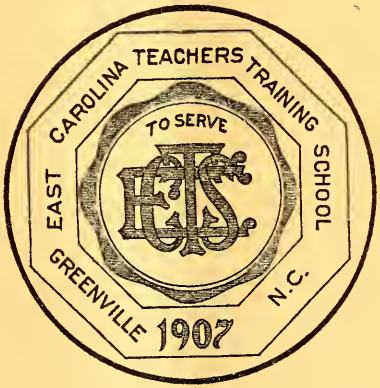
The Training School Quarterly



October, November, December

1920

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THE COMMUNITY AND THE TEACHER

Address Delivered by Dr. W. C. Smith, before the North Carolina Parent-Teacher Association

(As reported in the *Greensboro Daily News*)

May I offer my credentials—present briefly the opportunities and the experience which qualify me to speak on this subject?

I am the son of a teacher—a university graduate who for more than 30 years devoted his time and attention almost exclusively to the profession of teaching. I know the atmosphere of a teacher's life—its patched economies, its shabby dignity—from the intimate viewpoint of one who was reared in a teacher's home.

I am a teacher, a university graduate, who teaches in the public schools. I am one who devotes his time and attention almost exclusively to the teacher's profession. I know the atmosphere of a teacher's life—its financial struggles— its hopes deferred, its visions unrealized—from the pangs of personal experience.

I am a product and a patron of the public schools and a teacher of those who teach in the public schools. I am, therefore, interested in the schools from a personal, a parental, and a professional standpoint.

What then does the community owe to its teachers?

Let us approach that question with two others, namely, "What does the community entrust to its teachers?" and "What does the community expect and require of them?" If we answer these questions frankly and intelligently, we shall be far on our way towards answering the one that constitutes our subject.

First, then, what does the community entrust to its teachers?

To the banker we entrust our money, to the lawyer our legal rights and documents, to the doctor our physical bodies, to the architect and contractor the planning and construction of our dwelling, to the manufacturer the supplying of our physical needs and desires, to legislators the framing of the laws under which we are to live, and to executives the administration of them. All these we pay such compensation as enables them to do our work efficiently; all these we accord an honorable place in our social esteem. By reason of the trust imposed in them and the rewards accorded them they become

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men of mark, eminent citizens of the community. The banker, the manufacturer, the doctor, the judge, the senator, the mayor are not hirelings or charity wards but honored citizens and friends.

Here is your greatest treasure, your most vital possession, the community's supreme asset—your boy and girl. From these you and your community are to get your homes, your social life, your industrial prosperity, your bankers, your manufacturers, your doctors, your builders, your lawmakers, judges and executives.

The energy we expend in the production of wealth is energy expended chiefly in the interest of our children; the self denial we practice in the saving of wealth is chiefly for their benefit; the money the banker holds in trust is money held for them, the insurance we carry and the deeds and wills we record have them in mind as beneficiaries. Our children, whether we consider them from the viewpoint of the parent or the state, are our chief present and future concern, for upon them depends the realization of our hopes and ambitions, the peace and happiness of the home, the progress of the community, the destiny of the nation.

To whom then shall we entrust this treasure, these bonds and securities, these bone of our bone and flesh of our flesh, not for a week, a month, a term, but for all the years of their formative growth and development in body, mind and spirit?

And what just compensation, what rewards, what honors, what sympathy, encouragement and gratitude, what gracious courtesies and evidences of friendly appreciation shall we bestow upon those to whom so much is committed?

Our second question: "What does the community expect, require, demand of its teachers?"

The requirements are many and varied; let us try to classify them.

1. Professional requirements: We demand of the teacher intelligence, ability, skill—the training of years in the academy, the college and the professional school. But the end is not yet. What means all these teachers' meetings, these county institutes, these summer sessions? That to meet the professional requirements, the teacher's training is continuous, month following month, year following year, during the entire period of service. It has fallen within my province to teach teachers 50 and 60 years of age. Possibly they derived some comfort from my inexperience—some encouragement from my amazing ignorance.

We make no such demand upon our bankers, our manufacturers, senators, mayors and much less insistent and continuous demands upon lawyers, doctors, dentists and ministers.

Oh, its teacher this and teacher that, and teacher you prepare,
To show the what, the how, the when, in earth and sea and air;
And if worn out with such demands, you seek at length to die,
Remember your certificate and state your reasons why.

2. Requirements that relate to dress and appearance.

It is difficult to state these positively, but we are safe in saying that you do not want your children taught by one who rooms and boards in cheap and questionable lodging houses, who wears frayed and soiled linen, whose shoes are unpolished and apparel frowsy—whose manners, in short, are vulgar and whose appearance is an example of shabbiness, cheap tawdriness and bad taste.

With the teacher it is not a matter of choosing the hour when she is to appear for public inspection. With her it is not a twice-a-week shopping expedition or an occasional function. She is always in the public eye, on the street every day and subject to inspection from eight until four. She must be neat, respectable in manner and appearance.

Oh, its teacher this and teacher that, and teacher wear a smile
Tho' all the rest you have to wear is going out of style;
Just get some bargain substitute for body, head and feet,
But mind you look respectable in school room and the street.

3. Requirements of general culture.

Apart from professional efficiency and respectability of appearance, we demand of those who are to teach our children an acquaintance with the agencies of general culture—all that is comprehended under the terms books, magazines, lectures, concerts, educational and art exhibits, music and travel. One who is ignorant of these agencies of culture, who is not alert to the finer things of life, is not a person to feed the minds and form the tastes and establish the ideals of our children.

It costs something of course—about $12 or $16 a month, to see these requirements—but what is that to a teacher's munificent salary, with board only $45, a neat dress $40, shoes $14, rain coat, umbrella, hat, cloak and appurtenances galore—with negligible little items for laundry, dental work, medical attention, car fare and charitable contributions? Sixteen dollars—what is that to banker, manufacturer, lawyer, doctor, broker, real estate or insurance agent, motor salesman, civil engineer, or cotton mill superintendent? What is it to a contractor, factory foreman, plumber, electrician, surveyor, land

auctioneer? Why, given a handful of straw and a chicken's wing a bonnet maker can in two hours put a $16 creation upon a telephone operator's head.

Oh, its teacher this and teacher that, and keep a-moving, please;
We want the latest culture in stirring times like these.
No antiquated spinster, no prehistoric sage,
Can hope to teach our children in this progressive age.

4. The moral and spiritual demands.

I speak here not of the fundamental requirements of honesty, truthfulness, temperance, insisted upon in bankers, merchants, lawyers, doctors—but of the more exacting and insistent demands daily and hourly made upon the teacher. No moody, cross, peevish, fault-finding, selfish and self-centered person is a fit object lesson and guide for your child and mine. From the teacher we expect—yes demand, the fruit of the spirit, love, cheerfulness, peace, long-suffering, gentleness, goodness, brotherly kindness, meekness, faith. They must work and plan not primarily for themselves but for others. They must be sympathetic, patient, tactful—40 different things, all of them good, to 40 different children from 40 different homes.

Oh, its teacher this and teacher that, and here's an angel child,
You teach him all he needs to know and keep him undefiled;
By precept and example, too, unselfish, patient, meek,
And when the critics criticize, just turn the other cheek.

5. Requirements of service rendered to school and children.

The conditions of modern society impose increasingly heavy burdens upon the teacher. As people crowd together and the leisure and privacy of family life become more and more a thing of the past, the functions formerly exercised by the parents are transferred to the teacher. Manners, morals, deportment, must necessarily be largely committed to them. As play and physical exercise become unsafe under dangerous and restricted modern conditions, the school playground and its equipment become more essential. As factory and shop conditions with their old system of apprenticeship disappear, the school becomes sponsor for the child's manual training. As knowledge of the laws of health, all that relates to air, water, food, cleanliness and sanitation becomes imperative, instruction in these subjects falls chiefly to the lot of the teacher. In other words, the teacher does not give a limited number of hours of instruction on a limited

number of subjects—arithmetic, geography and spelling—but spends herself unspairingly in the interest of the child's mental, moral, physical, social and spiritual welfare.

We make no specific hour demand on banker, lawyer, architect, civil engineer; at his own will each accepts or rejects his clients; at his own hour enters or quits his office; at his own pleasure rests or takes a holiday. Imagine a teacher selecting the attractive or profitable cases and rejecting those children who in themselves or their parents are likely to prove disagreeable! Imagine a teacher appearing at her desk at 10 o'clock in the morning or taking blue-Monday or black-Friday off.

We do not expect the laborer to be employed on our work when the limited number of hours contracted for are at an end. But we do expect the teacher to be in her place before the children assemble, to guide them in all their working hours, to superintend them on the playground, to read their papers, correct their exercises, make out their reports and attend all necessary conferences when the school doors are closed, and to labor far into the night in the preparation of next day's work. I'll venture the assertion that teachers are compelled to do more hours of night work than all the employees of any other day calling or profession.

Oh, its teacher this and teacher that, and here's a life of ease;
Just sixteen hours of work a day, and such a few to please—
The children and their parents dear, the board and public, too,
It puzzles busy folks to think what teachers find to do.

6. Outside service.

We expect teachers to identify themselves with the life of the community and to be willing workers in every good cause. If club programs are to be made out and effectively presented, if social betterment and health work is to be carried on, if pageants or public entertainments are to be given, if flag-day, Memorial Day, Arbor day, Labor Day or any important anniversary is to be celebrated; if canteen, Red Cross and other charitable and philanthropic labors are to be performed; if Y. M. C. A., Y. W. C. A. and Sunday School classes are to be properly taught who to be called upon but the teacher? On what other profession do we make such numerous and such constant demands? And who ever thought of paying a teacher for these hours of outside work? It costs something to do it—in time, energy, dress, personal outlay and moneyed contributions, but who ever provided them with extra funds, or a street car ticket or a postage stamp?

Oh, it's teacher this and teacher that, and here's your work outside,
Come while you rest, be useful, be freely occupied;
And when for forty years you've done what no one else will do,
The asylum and the county home will have a place for you.

Our demands, our requirements suggest the measure of what we owe. The compensation, the rewards, the manifest appreciation should be in proportion to the trust committed and the demands made.

If the trust committed to the teacher be the community's supreme asset should we expect them to do work in buildings and with equipment inferior to that of a bank, insurance office, hotels, garages and manufacturing establishments? What are the handsomest and the best equipped structures in this and your community? To what do we point with pride—our hotels for the entertainment of transient visitors, our courthouses into which neither we nor our children enter twice a year, our churches used twice a week by the members of a single denomination, or our schools, the one institution in which everybody is concerned and where the children spend five days a week for the ten most critical years of their lives? We are perhaps safe in saying that in the iast five years more money has been expended on garages for the sale and housing of motor cars than has been expended for public school buildings in half a century. The place of business and the home surroundings of the teacher should be the best that are to be found in the community.

Again, if our professional requirements are greater and most continuous in the case of the teacher, the professional reward should be proportionate, and if in addition we make demands in dress and personal appearance and in general culture, with outlay for books, magazines, lectures and travel, then it becomes us, the public, the employer, and beneficiary, to see that the salary we pay is in keeping with our demands. The salary of a teacher should be more rather than less than that of all other professions.

I say nothing about additional pay for overtime work, for in the case of teachers, overtime professional work consuming all their afternoons and evenings ought not to be assigned or permitted. It is not simply that teachers have their right to rest and recreation—but it is suicidal folly on our part to permit those who have the mental, physical and spiritual oversight of children to become themselves nervous wrecks.

For the outside service demanded of the teacher we owe the full measure of appreciation—not condescending patronage—that we give

the others. I have known women teachers, not once or twice, but scores of times, to labor whole weeks, night and day—in rehearsals, drills, costuming—for some public or charitable event, then go unmentioned in resolutions and press reports, while some one who rode with the speaker from the station, or headed the receiving line, or sang a solo was given greater column publicity. Poor reward, this jingo publicity—perhaps you say—but since it is public appreciation and public acknowledgment, and since it is extended from the marshal who headed the procession back to the caterer who prepared the refreshments, why not the teacher who labored unstintedly for three weeks?

One of the happy evidences of the coming of a new era in this respect is the work of the Parent-Teacher Association in behalf of the homes and social life of the teachers. Some of our more progressive men's organizations are likewise manifesting their appreciation of the teacher service. And why not? Why not the churches? Why not the community as a whole? If the teachers are to be living reservoirs from which our children, our homes, our Sunday schools and our community are to draw cheer, strength and inspiration we must see that their lives are not cheerless, barren and hopeless. Who can be pleasant, tactful, sweet-tempered, optimistic when leading drab-colored lives in squalid or unattractive surroundings, when, nagged and pinched, depressed and humiliated, they have neither time, nor money, nor opportunity to take their rightful and necessary place in the social life of the community?

Our debt to the teacher can never be paid, but the time is at hand when what we can do, that we will.

We can pay them more in accordance with what we pay others of like ability and like training—more in proportion to the trust committed to them and the demands made upon them. We can provide them with better buildings, better equipment, more attractive surroundings and more comfortable homes; and we can extend to them those finer courtesies which money can not buy—the sympathy, the gratitude, the manifest appreciation which redeems their holy ministry from humiliating patronage and smiling contempt.

It is a matter of the heart, of the mind and of simple justice. A matter of the heart, for where our treasure is there will our heart be also; a matter of the mind, for the eyes of our understanding being opened, we shall see the hope of the teacher's calling; a matter of simple justice, for the laborer is worthy of his hire.

There are duties which are not tasks but happy privileges. Community service is one of them. There are those who work primarily

for themselves and in so doing advance the interest of the community. A just reward and merited recognition be theirs. There are those who work principally for the community. A just reward and merited recognition be theirs.

We are members one of another—bankers, manufacturers, lawyers, doctors, merchants, builders, ministers, teachers—working together for the conservation, the promotion, the development of the things of most worth.

Render therefore to all their dues; tribute to whom tribute; custom to whom custom, honor to whom honor.

COMMUNITY SERVICE IN GRANVILLE COUNTY

ANNIE LEWIS BLEDSOE,
Director of Community Service.

In the early part of the year 1920 the Superintendent of Public Instruction in Granville County applied to the State Bureau of Community Service for a county operating unit. At about this time I was in correspondence with the State Director of Community Service in regard to the work in the counties, and it was thus that Granville County and I were brought together. I entered upon my duties as Director of Community Service in Granville about the middle of May, 1920. Since that time so much has happened that I scarcely know how to group events in narrative form. Only a bare outline of our activities can be given here.

In each of the twenty counties having this service there is the same outfit—a motion picture machine and a Delco plant for generating electrical current. This is mounted on a truck in such a compact and convenient way as to make it possible to "set up" and put on a picture in fifteen minutes. The Director has a mechanic to drive the truck and operate the moving picture machine.

The moving pictures are the chief means of reaching the people. Ten community centers, located so as to be accessible to the largest possible number of people, were selected and we visit these places with the pictures regularly once in two weeks. We do not speak of these visits as "shows" for we aim to make them real *Community Meetings*. On the occasion of my first meeting in a certain community a lady said to me, "I am eighty years old and never went to a show in my life, and I don't feel exactly right about coming to this." It then became my pleasure to explain to her that we were not having a "show" but a Community Meeting at which we showed moving

pictures. At the close of the meeting I asked her if she felt that she had done anything wrong. Her answer was, "No, ma'am,—Them sheep was the prettiest things I ever saw. I want you to come again." I have one night each week not taken by my regular meetings, and on these nights I hold special meetings at other places. In this way I manage to reach every section of the county. Time after time has it been said to me, "I never saw a moving picture before"—and invariably those people are highly enthusiastic and never miss a meeting if it can be helped. The pictures are not entirely educational, for our purpose is to go farther than that—or perhaps our definition of education is broader than that commonly accepted. The principal object in using the pictures is to get the people together—institute a community spirit. Then we can work for whatever aims we have—and they are many.

We seek out the local talent and bring it to the front. This is not always easy, but much has been accomplished in this direction. In practically all of my communities I now have a list of people who *do things,* and they take their turns serving on the program. Their talents vary, as talents will, but we use them all. At one meeting a man was playing the banjo when another said to me that he would "knock" if he had some straws. I had not the faintest idea what he meant by "knocking," but I said, "Let's get the straws." He did just that and "knocked" until he became so enthusiastic that he got up and executed a clog dance! Whereupon a neighbor of his remarked, "I never thought I'd live to see Mr.— take such an interest in anything." Truly it is worth something to wake the people up to a point where they are not only willing but eager to do whatsoever they can. When it is possible, I get a good speaker to go to these meetings and give a ten minute talk on some live topic. Then we encourage round-table discussions, and the people are really beginning to respond to this call. Community Clubs are being organized, it being our object to have one such in every community. There are several organizations of this kind in the county doing good work at the present time. In the summer months we have picnics, brunswick stews, barbecues, watermelon parties, and all such things in the late afternoon preceding the meeting in the evening. These are planned and arranged for by community leaders under our supervision. This helps to accomplish one of our chief aims—to develop leadership among the people themselves.

While the schools are in progress I give the first thirty minutes of the meeting to the school, and we have some wonderfully interesting and varied programs. We make it a point of honor to get on this

program, the pupil having to excel in his class and make a satisfactory record on deportment before being given a place on it. This incites a keener interest in the school work and encourages originality, at the same time lending greater attraction to our meetings. Among other features added by the school are parties of various nature which we frequently have at the close of the meetings. Just at this time we are having Hallowe'en parties, which the witches, ghosts and goblins attend in full force. They rob you of your small change, too, if you are not careful, their spoils being invested in playground apparatus or some other equipment for the school.

All of these things—and more—are accomplished through the community meetings. Already there are visible results—and they are pleasing. If we had nothing more than the pictures, it would be worth while, for they furnish a diversion sadly needed in the monotonous lives of the country folk and, at the same time, in a more forcible manner than could hardly be expected by any other means they teach lessons along such lines as health, vocations, and citizenship. A number of instances of this have come to my notice. After we had run a film showing the care of the teeth and results of their neglect, a druggist told me that he sold more tooth-brushes and dental cream the next day than he had in the twelve preceding months. Our vocational films are of such a varied nature that every one at one time or another gets a picture along the line of his highest interest. It is extremely gratifying to see the interest with which the people watch these pictures and to hear them talk about them afterwards. Perhaps the greatest proof of the interest taken by the people in the community meetings is the fact that they follow us from one place to another, the same people sometimes attending our meetings at three or four different places, although we use the same pictures at each place. Sometimes they see the truck pass and immediately get out the Ford and follow us up, not knowing that a meeting is scheduled but very sure that where the truck is something interesting will transpire.

The part the Director plays in these meetings is varied. She does anything from amusing the babies to making a speech. In fact, I have done both of those things at one and the same time. There are comical situations, too, in which she is apt to find herself occasionally. At one time it devolved upon me to cook supper for a couple of old bachelors and their aged mother—and it was then that I was sorry not to be able to cook as well as I could operate our moving picture machine. We must go through all kinds of weather and over all kinds of roads—sometimes over no roads at all. We usually allow a plenty of time for getting stuck—or for getting out after we are stuck,

for that requires time, *and mules.* We spent an hour in a stream once. The stream was swollen and we found when we attempted to cross that a part of the bridge had washed away. However, no matter what the weather or what the condition of the roads, I have never yet failed to hold a scheduled meeting.

The Director of Community Service is also the Supervisor of Physical Education in the schools of the county. At present there is no Physical Education in the schools to supervise. It is a tragedy that this should be so, nevertheless it is. Therefore it behooves us to introduce it, and we hope ultimately to make it a regular part of every school curriculum. It is my sincere belief that the schools of today need just that more than they need anything else. During the summer I began to stimulate an interest in Physical Education by making plays and games a feature of our picnics. It was astonishing to find that in every community there were children who had to be coaxed to play! However, it is easy to develop in them an eager interest in the games. After they have watched a few they are anxious to participate and will soon overcome their timidity. All we need is leaders, and through the teachers we hope to discover and train at least several in each community. In the larger schools we are organizing athletic clubs both for the boys and for the girls, and we are working towards a big Field Day in the spring, with all the schools participating. In fact, we think it will be such a big Field Day that it may be necessary to use two days to get everything in.

One of the most important phases of our work I must pass over with just a few comments. Realizing the need—and the lack—of fit citizens the Bureau of Community Service has undertaken to develop the boys and girls into this class. This is attempted through the medium of Junior Citizenship Leagues. To become a member of this league four sets of tests must be passed, these being for physical fitness, intellectual fitness, vocational fitness and social fitness. The first tests are offered upon the passing of the seventh grade examination (about the age of fourteen years.) When a child has passed these tests he is given a Certificate of Junior Citizenship bearing the great seal of the State and the signatures of the Governor and the State Superintendent of Public Instruction. Besides showing that the first tests have been passed, this certificate bears blank spaces for recording the passing of the second and third tests (given after intervals of two years.) The certificate is complete when these tests have been passed. We have organized classes in Junior Citizenship and hope to have some to pass the first tests by December, 1920.

Much more could be said about this thing called "Community

Service in Granville," but neither time nor space will permit me to do so here. We have aims and purposes that I can not even touch upon, and I have not been able to do justice to those I have mentioned—it would take one more gifted with eloquence than I to do that. It is a great work—not easy, and not always fraught with the results we desire. There are times when things go so well that we sing for happiness—and there are times when we feel like weeping. Thus it is with any work touching human lives, and we can but forget the few moments of despair and the petty worries of the day in the knowledge of the greater things of tomorrow. There is not much money in the work, in fact there is hardly a living in it, but there is a great joy and a vast satisfaction when the day is done (though this day extend into the wee hours of the night) to feel that you may have brightened a spot in some life and perhaps advanced a small part of the world ever so slightly along the way to a higher civilization.

CRAVEN COUNTY REALITIES, PRACTICES AND IDEALS

EDNA CAMM CAMPBELL,
Teacher-Training Director.

I. A college graduate with theoretical and practical training.
II. A normal graduate with theoretical and practical training.
III. A college graduate.
IV. A normal graduate.
V. A high school graduate with practical training.
VI. A high school graduate.
VII. A grammar school quitter with practical training.
VIII. A grammar grade quitter.

These are the eight classes from which teachers are drawn, plus, of course, the person from any of these groups who has for an uncertain period of time, for various reasons, been engaged in some other line of activity, such as matrimony, dressmaking, keeping a home for a relative and clerking. More often than not this latter class looks upon teaching as something which any one can do, consequently re-enter or go into it with absolutely no normal training or improved methods; no knowledge of "How" or "What" to do; giving a most

concrete example of, "Where ignorance is bliss, t'were folly to be wise." Who pays the price of this? Our children, the hope of progressive civilization.

For years, almost centuries, we have contentedly chosen our teachers from any of these groups, patting ourselves on the shoulders if we were fortunate enough to obtain them from the first four—even the first five groups—and sleepily shrugging our shoulders and condoning with ourselves on our "Hard luck" if they came from the others. How many farmers in this agricultural state would be satisfied to turn the management of even part of their farms over to a green, untrained grammar graduate; a person who had never had any responsibilities connected with a farm, a person, who because of foreign interests had not been connected for a long period of years with farming? Not a farmer would do it for failure would be the natural expectation, money be lost, unless a miracle, a divinely guided exception, occurred. Yet, when it comes to selecting a teacher, no business standards of judging his or her ability are applied. Often with the remark, "Well, she's a good little woman and needs help," the door is closed upon an unequipped instructor and forty wiggling active little personalities. The community takes a gambler's attitude on the outcome, for—Oh well! 'Tis only one year of child energy lost; one year multiplied by the forty pupils—only forty years of life practically wasted! But—"What's the use of worrying? It never was worth while."

Craven County, like all other parts of the country, has had something of this attitude; been slack in her educational policies and practices; has employed untrained grammar grade quitters and high school graduates in her teaching force and gone lazily on. However, with the present teacher shortage and the increased demands for our children to be truly educated she has awakened and is striving with all her members to give the best obtainable to her youth. Naturally, the change cannot come in a day nor a fortnight, and at present untrained high school students are on her teaching force receiving excellent salaries, as such things go in the teaching world. But a change is imminent, for steps are being taken in the eradication of such conditions and for the permanent improvement of our county.

This past summer the county opened free of all charge the Craven County Farm Life School plant and gave to its teachers a summer school. Here under competent instructors the subject matter for the elementary school and how best to present it was studied for eight weeks. This insures a band of better equipped, more enthusiastic workers for our county this present session. Next summer we hope

to have more of our own teachers and possibly some from adjoining counties to come in and give and receive help along these same lines.

Realizing that the teacher shortage is not of immediate temporariness, we have followed the advice of our progressive educational leaders and established a course in teacher training along with other vocational courses in the Farm Life High School. The purpose of this course is to present the subject matter of the first three grades to the high school student and to see that it is mastered from the teaching standpoint. Naturally, this latter step brings in discussion of child nature and how best to train and correlate it with living conditions through school activities. Our work, as it is planned and is now beginning, covers this first point and to accomplish the latter we discuss in our daily recitations methods and devices of the recitation and the "Why." We give lessons to each other and discuss them from every practical angle.

The primary department of the Vanceboro Grade School is our demonstration and practice-teaching department. Here we go to watch the children and teachers in every day, ordinary work and come away with concrete material for constructive, destructive criticisms. Here we shall do our practice-teaching under the supervision of the grade teacher as well as the teacher-training instructor, getting practical experience in schoolroom activities and responsibilities, in application of the improved methods and ideals. This means: first, that the Craven County High School students who feel that they must teach before advancing further may do it in a somewhat enlightened manner; second, that in the course of a year or more no school will willingly have on its force an untrained high school graduate; third, that the vision of an economically citizenship-trained youth will sweep over our people and they will demand that all instructors of their children be college graduates with normal training; fourth, that we shall have made a colossal advance toward equal education for all.

Again, Craven is struggling for advance in other lines. Feeling the need of group-center schools and for supervision and not having money for all her needs the teacher-training teacher was employed with the understanding that some of the above work should be among her responsibilities. It is to be her privilege before the year is over to help establish Vanceboro Grade School as a group-center in full operattion and see that at least three others in the county are started with all of the schools seeking guidance and striving to do their best regardless of adverse conditions.

We are very far from our ideals, but if you don't believe we are in

the progressive march come watch us gather in welfare betterment and teacher organizations; paint, nail, teach, consolidate and sing to the tune of, "Our Boys Will Shine:"

"Craven County will shine this year, Craven County will shine,
We'll shine in beauty bright, all down the line;
Craven County will shine this year, Craven County will shine,
When the year is up and reports come in,
Craven County will shine."

THE RALEIGH PAGEANT

Susan Iden

Under the witchery of a fall moon in perfect October weather, there was presented at Raleigh's baseball league park, three nights during State Fair week, Dr. Frederick Koch's community drama, the tercentenary pageant, "Sir Walter Raleigh, the Shepherd of the Ocean." Under the glamour of the romance and the imagery of Dr. Koch's beautiful production, the wonderful lighting effects, the background of trees with just a touch of autumn leaves so natural looking in their grouping that they might have grown there, alive with color and moving figures, the old bare and barren baseball park was transformed into a land of witchery and romance, where knights and ladies walked and kings and queens held sway.

The centuries were swept aside and time was turned back three hundred years. The six or seven thousand persons who witnessed the production on the three nights it was presented found themselves caught in the grip of the romance and tragedy of a great figure, Sir Walter Raleigh, once favorite of Queen Elizabeth, hero of the Spanish main, and dreamer of a new world beyond the sea. Though Raleigh's life ends in tragedy the play closes with a note of triumph, the realization of the faith of Raleigh that Virginia still lives and that his city of Raleigh in the new world will yet be a realization. The union of Great Britain and America, the strengthening of the ties between the two countries, is typified in the closing tableau under the crossed flags of the two lands, while beneath stands the glorified figure of Sir Walter.

To those who watched the pageant grow the successful performance was little short of wonderful, especially the strength and dignity with which the actors presented the play, the manner in which they grasped

the meaning that the author had sought to present and the feeling with which they put it across to the audience. The outdoor acoustics was wonderful and not a word was lost.

There were possibly some technically dramatic faults that the author, Dr. Koch, professor of dramatic literature in the University of North Carolina, and Miss Elizabeth Grimball, director of the production, might have detected, but to the general audience they meant nothing and the wonder was that in a base ball park with no stage facilities whatsoever and with raw material, only a few in the cast having had any dramatic training at all, the pageant was presented with so much skill and art.

From a box in front of the grandstand Dr. Koch witnessed the performance and expressed his pleasure in no stinted terms at the manner in which the whole thing had been handled. During the intermission when he was presented by General Julian S. Carr, who occupied an adjoining box, and called on for a speech, Dr. Koch expressed his thanks and appreciation for the interest shown by the large crowd in his production. It is his desire, he said, to awaken a sense of what we have in North Carolina, of the heritage the State has in men whose name is cherished in the city of Raleigh in North Carolina.

There were no more interested spectators at the pageant than the two bright eyed youngsters of Dr. Koch, who were very proud to be witnesses of their daddy's play.

Another interested spectator was Mrs. Rathbone Smith, of Canada, the only member of the Sulgrave Commission who was fortunate enough to get to Raleigh to see the pageant. She was immensely delighted and asserted that after seeing the production she felt that it was a tragedy that the overseas delegates had to return without seeing the masque.

Departing from the accepted form Dr. Koch, instead of starting with the one man and ending with the mass of people, has begun his pageant with the massing of the Elizabethan crowds and ends it with the solitary figure of Sir Walter. In doing so he has impressed the tragedy of the man, thrown into bold relief the figure of the high adventurer with his dreams of the great new western world, the sunbright world shattered.

No description could give an idea of the soft beauty of the lights that shift across the scene like rays of sunlight, bringing out the beauty of the massed trees in the background, the touch of autumn foliage at the wings, or that dim and soften into dusky shadows in which lurk the dreams of Raleigh's past.

Very little stage setting is needed, a throne for the Queen and King, a table and a chair for Sir Walter in his prison cell. A new use was found for the Virginia Dare chair, carved years ago by Miss Cheshire from wood grown on Roanoke Island. This placed on a raised platform made an ideal throne.

Just to one side were grouped several hundred Meredith College girls under the direction of Dr. Dingley Brown, director of music at Meredith College. They furnished the accompanying choruses and added much to the success of the production. The orchestra music was under the direction of Arthur Cain.

Behind the scenes and directing the lighting, the music, giving the cue to the performers, in a dozen places at one time, was Miss Elizabeth Grimball, of the New York Drama League, under whose direction the pageant was produced. She was ably assisted at every point, and was all through the weeks of preparation, by Mrs. J. Bryan Grimes. Ever since the pageant was first dreamed of the past spring Mrs. Grimes had it on her heart and worked untiringly night and day. Miss Grimball achieved an almost unbelieveable artistic success in taking the raw material she found here and turning out such acceptable actors and actresses. The color effects were all her work—the shaping of the pageant to the idea of the author, the direction of the stage setting and the hard work of getting every actor to feel the dignity and spirit of the thing.

Every costume appearing on the stage, with the exception of one, was a home product, most of them constructed out of the cheapest and simplest material, some from old evening dresses and bits of cast off finery. The dye pot was constantly used. With the exception of the wigs and tights which had to be ordered, the costuming was strictly a community affair, as well as the whole pageant. So cleverly did unbleached muslin and wrapping paper work up into armor, silvered with banana oil, that many wanted to know where the armor was borrowed.

Adding the touch of romance and of idealism to the pageant as it was produced in two parts of several episodes each, was the Spirit of Youth, accompanied by an airy group of graceful spirits of youth. The part was a difficult one and was carried off with real dramatic skill and much grace. The Spirit of Youth appears in the prologue and in the epilogue; also at the opening of each part. The scarfs of the spirits of youth were symbolic in color, ranging from the green and yellow of promise, in the first of the pageant, through the gray cloud of Stuart tyranny, the dark hue of the prison cell, to the rosy hue of triumph at the end when the spirit of youth appears with her torch burning high.

The first episode is a scene on the Harrow Field, a suburb of London, on the eve of the Invincible Armada, 1588;the second episode, at Harrow Field eight years later, a celebration of the victory of Cadiz, when Raleigh has his vision of the new world.

In the first part appears the London populace in scenes of gayety and jollification. Many dances are introduced in this part.

The second part, eleven years later, features the Sir Walter Raleigh of prison days. In this is featured an esthetic dance, "The Lure of the Orinoco." Dream pictures of Raleigh's youth flit across the back of the stage and pause a moment in tableau. Raleigh dreams again his dream of the new world, of Venezuela, and is lured again by the Spirit of the Orinoco to his doom.

Raleigh makes his last venture before the Stuart king and is crushed by his tyranny and at the midnight hour is led to his sacrifice in the tower.

The pageant closes with an epilogue, the triumph of Raleigh's vision and a symbolic dance of the spirits of youth.

In the prologue of the pageant Dr. Koch sets forth the purpose of the masque, commemorative of the anniversary of the execution of Sir Walter Raleigh, who as colonizer and dreamer of English empire beyond the sea united the old world and the new and became the chief defender of English liberty.

In the epilogue it is suggested that Raleigh typified England, that he represents the struggle of the English people for freedom from tyrany rule. He blazed the way for those who follow him to victory. Since those years of preparation and of inspiration, the days of Raleigh and of Shakespeare, England has become the defender of liberty. Once again in our own day, when the whole world was threatened by the overwhelming might of gray and sullen hosts sweeping o'er Belgium and threatening fair France, England once more at the Marne, in 1914, bared her breast to meet the onset as of old, fighting for liberty. Then did her young kinsmen in America go to play their part with the English youth across the seas, make good their Anglo-Saxon heritage, and now celebrate the victory won—the proved reality of Walter Raleigh's dream indomitable—of a "new English nation, pledged for aye to democratic freedom."

Following the first night's production of the pageant the editor of *The Raleigh Times* has the following to say in part as to the success of the pageant from a community standpoint:

"North Carolina's first community pageant has justified all the painstaking labor, talent and hope invested in it.

"It cannot fail to prove helpful to a sentient though oftentimes

inarticulate people. The world that is now, no less than in Wordsworth's time, "too much with us" adds daily and hourly to the distractions which encumber the hearts of men with irk. And yet communities can unite to minister to their inherent fineness quite as effectively as they join in drives for the sending forth of missionaries or the erection of a new city hall.

"Mr. Koch's pageant and the effective work in producing it done by Miss Elizabeth Grimball will have convinced this community and the representatives of scores of other communities of the truth of this."

"OUR OCEAN SHEPHERD"

Editorial from The *Greensboro Daily News*

We offer our congratulations to the Woman's Club of the city of Raleigh on the historical pageant that is to be presented there this week, and in the production of which the Woman's Club is the leading factor. That the affair will be an artistic success we have no doubt; nor do we believe that the people of Raleigh will allow it to be other than a financial success as well. But whether it pays expenses or not, Raleigh is to be congratulated on having, perhaps, not the pageant itself so much as a club with the energy and enterprise coupled with the enthusiasm for the city's history necessary to so ambitious an attempt.

The pageant should be a notable one, for in all history there is scarcely to be found a subject that better lends itself to pageantry. The very name of Raleigh calls up a pageant in the mind, for more than any other individual this man summed up in himself the Elizabethan age. It is indeed a name to conjure with; for it is powerful to call from oblivion's vasty deep all things most splendid in England's history. For her stout courage, who better typified it than he who grappled with and broke the Invincible Armada? For her courtesy, is not its finest setting the incident of Gloriana and the velvet cloak? For her statecraft, does it not date from the landing on Roanoke Island, the first small step toward the empire on which the sun never sets? For her learning, who has served it better than the sea-captain who set about writing a history of the world in his prison cell? And for her indomitable, mighty spirit, whence does she inherit it if not from the man who found in the headsman's axe nothing more formidable than a medicine that would cure all ills?

Indeed, the name of Raleigh is pageantry itself. What a name to stand at the beginning of our state's history! What a task is laid upon

the state to live up to that name! A commonwealth that claims Raleigh for its great pioneer certainly ought to have for the first article of its faith the resolution to do no discredit to that name. But that is an enormous undertaking. It means that the state must have faith in its own strength and in the righteousness of its cause—such great faith as to cast out fear. For Raleigh had that. It means that the state must have vision keen and strong enough to see across the seas and centuries. For Raleigh had that. It must hate meanness and love learning, giving to its children every opportunity to acquire the wisdom of the past in order to guide them through the future. Loyalty must be its outstanding characteristic; not merely loyalty to the flag!—thank God, there is no question of that in the case of North Carolina—but loyalty to truth, loyalty to progress, loyalty to high aspirations—in short, loyalty to its own best self. For such was Raleigh.

The most blatant demagogue would hardly have the face to maintain that North Carolina has always kept up to the standard of her knightly discoverer. Nor is this generation likely to approach it closely. But the next may come nearer to it if it realizes its beauty. Therefore it is worth while for the women of Raleigh to present in picture form the story of Raleigh to the end that it may be impressed indelibly on the mind of every North Carolina child that sees it. No mightier magic could enthrall the mind of the average boy or girl, nor to finer purpose, than the blazing story of

> "Our Ocean-Shepherd from the Main-deep sea,
> Raleigh."

SUPERVISION IN HALIFAX COUNTY

ANNIE CHERRY, Rural Supervisor.

When the editor of the QUARTERLY asked Miss Cherry for an article for this number she was so busy doing things in Halifax that she did not just at this time see how she could prepare an article but sent a report of the work she did last year and an outline of some of the things she proposes to do this year. She gave the editor permission to use the report as she saw fit. We have taken parts of the report word for word, other parts we merely summarize. We should like to print every word of it.

If she is doing all the things she has planned to do, it can easily be seen why she has not time to write about what she is doing.—*Editor.*

The program of work planned for the past year centered around the following objectives:

1. Making the school grow out of and be linked up with life activities;

2. Making the school take care of the recreational and cultural needs of the pupils;

3. Establishing a community center at every school; and

4. Increasing the teaching efficiency of the teachers at work in the county.

Although we worked steadily throughout the months with the above goal in mind at all times, it was not possible for all the standards set to be reached in the most satisfactory manner. It is true that much more was accomplished along some lines of activity than we had hoped, while we felt that just a forceful beginning was made along others. Let me give in brief the outstanding things that have been accomplished in relation to the particular objectives, as outlined above.

1. Realizing what is learned in books should be made to function in industry, in conduct, and in ideals, life problems based upon community interests, the home, the industrial work of the pupils and personal lives of the individuals were planned to meet this. Much real live work was done in many schools and almost every subject that helped greatly to connect up the school with life activities. Several classes wrote original plays, community geographies, and did other language work with a real purpose in mind. *The Dawson Eagle,* edited by a three-teacher school, served as a real stimulus for most effective work along this line. By means of the Modern Health Crusade, the hygienic rules of health learned during the year were accompanied by constant training by practice. The cooking, sewing, basketry and millinery classes supervised by the Home Demonstration Agent were most satisfactory in those schools that attempted the work. Interest in linking up school work with actual life about us grew as the days passed, so we feel confident that a firm foundation has been laid for more effective work along this line next year.

2. If we compare with this year what was done in our schools last year along recreational and cultural lines a marked growth is evident. Never before has such enthusiasm for athletics been shown. Twelve athletic kits, containing eight different articles, nine croquet sets, four playground slides, and many other pieces of equipment were bought. The playground was the favorite place to be sought at recess in the majority of the schools. Match games were played between

different teams with great interest and vigor. A closer spirit of relationship seemed to spring up between the schools and communities as a result.

The cultural needs of many of our schools were met through the medium of literary societies, thrift societies, school choruses, music clubs, school orchestras and inter-school debates. Nothing helped to intensify wholesome school spirit quite so much as the triangular debate between the nine larger schools on the query: "Resolved, that the Re-valuation Act of 1919 would produce a better system of taxation than the present one." The schools winning both sides of the question tried for the Patterson Loving Cup in a final debate at County Commencement. We had a just right to be proud of the very first efforts of our young debaters. The Group Commencements held at the four group centers and the final County Commencement at the county seat afforded intellectual, social, and recreational enjoyment to both young and old. A more worth while get-together of the different groups of people in the county could not have been held. The Thrift Poster contest and the Malaria Contest created much enthusiasm and aroused unusual spirit for a just belief in rural boys and girls. The prizes for not only the State but for the Fifth Federal District as well were won by a small rural girl in a three-teacher school in the Poster Contest.

3. The biggest thing that was accomplished this year in the way of real community work in Halifax County was perhaps the creating of genuine community school spirit and pride among the majority of our school communities. Nothing helped to make this capstone permanent quite so much as our enthusiastic teachers, who injected life itself and a happiness for serving wherever they went. This wholesome community spirit asserted itself more forcefully during County and Group Commencements. This welding together of community and school forces was all that could have been desired for a fitful closing of the school year. The organization of Christian Endeavor Societies and other clubs in a few communities, as well as community singing, also had a part in contributing to the awakening of this new force toward true development and the power to grow into real service. It was a true delight to note the culmination of such forces for organized social work and unified community interests. Now that this enthusiastic cooperation has been fully aroused, very great possibilities for definite service next term are clearly evident.

4. My method of increasing the teaching skill of our teachers as well as helping them to become real community builders was as

follows: (a) through personal visits and private interviews, (b) through group teachers' meetings, and (c) through a three days' conference prior to the opening of the schools and a general meeting at the close.

(a) It was my privilege this year to visit the teachers in the county frequently and help adjust various matters relating to the schools in the manner of a sympathetic friend and official advisor. I spent 76½ days with them, and at all times I found a most hearty welcome and a ready response. A suggestion was all that was ever necessary. Halifax County should be congratulated upon having such an unusually well-trained force of splendid teachers this year. Their worth has been demonstrated over and over.

(b) Of all the agencies at hand, we consider group teachers' meetings among the most important to supplement the efforts of the supervisor as directed through personal visits to the individual schools. Here it was possible to help the teachers solve their problems and find solutions to certain difficulties in a most impersonal sort of way. The schedule of work, planned to give each teacher the help most needed, bore evidence of more efficient classroom work in the individual schools and a more wholesome attitude toward professional study and growth. Special lessons observed and discussed; reading circle work studied; comparative reports on attendance as well as monthly reports of progress in community and school activities served to stimulate more effective work along these lines. After all, much definite good resulted from such days of study and thoughtful planning together. (See program for Group Meetings for topics discussed.)

(c) The three days' conference held prior to the opening of the schools in the fall was, indeed, the foundation stone to the successful year's work just passed. As a result, each teacher went to her school with definite plans for her year's work well planned and mapped out for her. This meeting was held for the purpose of (1) considering and determining the educational policies of the whole system, (2) of instruction, (3) for considering certain administrative duties and (4) to provide inspiration. In other words, it aimed toward making the opening of school mean more to every child in that school and to assist in launching the year's work in the best way possible.

In addition to the above, we felt that a forward step was taken when the Intelligence Tests were given in every school in the county and the results tabulated. This work will be continued next year.

Grateful appreciation is due Mr. S. F. Patterson of Roanoke Rapids for his generous gifts of $100.00 in prizes to the rural schools this year. Much interest was aroused and stimulated in various activities as an outgrowth of this benevolent gift.

The program of work for the coming year will be found in detail below. It is our plan to continue this year in the main the same objectives laid down for last year's work. However, we shall concentrate upon (1) more effective community work, (2) increased growth of school work as related to life issues, (3) continued happiness of workers in the field—with the vision of a larger type of rural consolidated school ever before us as the ultimate goal.

As a final word, I shall let Woodrow Wilson summarize for us what he considers our biggest duty after all, whether county superintendent, supervisor, member of the County Board of Education or teacher out in the field. He says, "An educated man is a sort of spiritual knight who goes out upon his adventures to carry the torch that has been put into his hands so that other men may have the path illuminated for them that leads to truth, justice and liberty. A man proves his right to the title of being educated by being the friend of mankind, a helper to the human race, a light in the midst of darkness."

May we prove worthy of this supreme trust and never be weary in well doing!

PLANS FOR 1920-1921

In making our tentative outline for 1920-1921, we have attempted to intensify the plans we used last year rather than make very definite decided changes in our general program. We feel that it is necesary to clinch more firmly what we have undertaken already, but to do so from a different point of view if possible. An attempt will be made to enliven our meetings and invest them with an enthusiastic spirit, such that will pass over the teaching force and on into the communities for more direct service.

A three days' conference held before the schools opened in the fall, followed by two meetings at each Group Center and a general meeting at the close of the year was found to be such a practical, satisfactory plan that we continued the same for the coming term. We must not forget to give the opening of our schools due consideration, for that is the time when we get our teachers in the proper frame of mind for the general plans that we hope to follow during the year. Such a division of time as indicated above will give emphasis to various phases of the work that will be evenly distributed throughout the term.

All the new teachers coming to teach in the county for the first time have been asked to come one day in advance of the others for the purpose of getting acquainted with the proper way to organize

their schools and make the opening more worthwhile. The following topics will be discussed that first day:

A—General routine.

1. Plans for the opening day of school.
2. Registers, actual census and reports in general.
3. Proper gradation and classification of pupils.
4. Daily schedule.
5. Points on the value of the Course of Study.
6. How to secure necessary equipment.
7. Miscellaneous.

Beginning with the second day, the entire county teaching force came together to discuss constructive plans for the new year's work. The leadership of this meeting was largely in the hands of the different groups. The topics below were given consideration:

B—Specific Problems.

1. Spirit of 1919-1920 interpreted by old teachers.
2. Big plans launched for new year.
3. Value Group Meetings were to me last year.
4. What we as a Group hope to accomplish this term.
   (This report will be made after get-together meeting has been held by each group and a definite decision reached by the members.)
5. How the county editors assisted in promoting the work of the schools last year.
6. What we would like for them to do this year—Responses by editors.
7. Definite plans for Historical County Drama as our final county program in 1921.
8. Plans for Group Meetings.
9. Separate meeting of principals.
10. Teachers' Reading Circle work. (At least two meetings will be held during the conference.)
11. Pupils' Reading Circle work.
12. Explanation of school survey.
13. County program for debates and athletics.
14. Group sings will take place at needed intervals.

(Cheer leaders will be selected for the county and for each group.)

The last day of the conference will be designated as "Community Day." A great effort will be made to make this county-wide con-

ference result in real community action prompted by real community love and spirit. The following outline, though vague and indefinite at this time, touches the plans we have in mind:

1. Notable results of school and community activities attempted last year. How? (A summary of previous year's report given.)
2. What I did last year to arouse my community to a spirit of helpfulness. Led by teachers.
3. The spirit the community wants to play toward developing school interests. (Led by representativees from various communities.)
4. What was accomplished by our neighboring county women last year. (Led by members of Northampton County Betterment Association.)
5. Spirited talks by different speakers on the subject of Community Betterment and Progress.
6. Plans for cöoperative help from all county forces.
7. How to make the best use of Community Service in the life of Halifax County communities—part of school and community and part of workers in such a plan of development.
8. Value of teaching Citizenship to our pupils.
9. Advantages of a County Exchange Bureau.

It is our desire this year to secure the maximum of help and the minimum of fatigue from our group programs if possible. At our series of Group Meetings the topics given below will enlist our attention:

1. Discussion of observation work.
2. Reading Circle work.
3. Short talks by teachers who have succeeded in organizing their communities. Notable results.
4. Discussion of individual school problems. Led by teachers of Group.
5. Singing and Games—Led by cheer leader. (About ten songs will be selected by each group and then the very best chosen for the entire county to learn. These will include (1) really beautiful hymns for chapel and church use, (2) songs to be used in the pageant, (3) attractive rounds and choruses, (4) original songs.) Games will be treated in a similar manner. The teachers will actually play some of the most effective games they have used.
6. Comparative reports on attendance, tardies, etc. (These reports will be put on the board at the noon hour in order to save time. Later they can be examined and commented on in a brief period.)

7. Reports from teachers on special problems worked out in their own schools. (These will be assigned previously—perhaps based on some phase of the Reading Circle work or on other needy situations.)
8. Progress made by Group Pageant Committee.
9. Impressive points of schools included in the Group as noticed by Superintendent and Supervisor.
10. Impressive points of Group Schools as noticed by visiting schools.
11. Short inspirational talk by different educational leaders in the State on live school topics.

A general meeting seems necessary if the year's work is completed in the most satisfactory manner. It is a time when our schools take inventory of their accomplishments during the year and see just how far they measure up to the other schools in the county. Judging from the results we had at our closing meeting in the spring, we cannot afford to omit a similar program from our general plan for another year. In the main, the following topics will be concentrated on:

1. Promotion, final reports and registers.
2. Reading Circle Test.
3. Detailed plans for County Pageant.
4. The value athletics and inter-school debates have been to my pupils this year.
5. Summary of work accomplished by community organizations —given by representatives from the clubs.
6. Discussion of summer plans.
7. Comparison of reports from all the schools along the line of school activities.
8. The reckoning day of each school. To what extent has my school accomplished the goal that was set for it at the beginning of the school year? How?
9. Group singing.

REPORT OF THE STATE EDUCATIONAL COMMISSION

The report of the State Educational Commission on the condition of public education in North Carolina was made public in November and was the chief subject for discussion at the annual meeting of the Teachers Assembly, and is one of the big questions to be laid before the General Assembly of North Carolina. A digest of it appeared in the newspapers and parts of it are creating great discussion.

The Commission was appointed by Act of the Legislature, and an appropriation of $1,000 was made towards its expenses. The Commission invited the General Education Board, which has long co-operated with educational institutions in North Carolina, to make a survey. The Board accepted the invitation, giving to the work the services of its staff, particularly those of Dr. Frank P. Bachman, and making appropriations besides, which in the aggregate amount to $18,000.

The report gives the State great credit for the educational progress which has been made in the face of adverse circumstances during the last forty years. It points out that during this time the number of schools—high and elementary—has increased, the number of pupils enrolled has grown rapidly, and the amount of money appropriated has risen from the sum of $396,000 in 1880 to a total of $8,105,000 in 1919.

Over against these favorable and encouraging facts, the report deals squarely and candidly with the defects of the existing situation, defects which will have to be removed if North Carolina is to develop a homogeneous and substantial public school system.

Here follows statistics on School Buildings and Equipment:

At the end of the school year 1917-1918, there were in the State 7,738 rural school houses, of which 5,422 were for white children and 2,316 for colored children. Most of these school houses have been constructed since 1900. The funds available for their construction were very limited, and, in consequence, the buildings are for the most part poorly built and in poor condition. Nevertheless, school houses which have been built in the last few years are distinctly superior and more substantial. The older school houses are badly lighted, badly ventilated, and wretchedly equipped. Rarely do they contain decent provisions for sanitation. The report prints pictures of these school houses, which can be found in almost every section of the State. It is, of course, impossible to hold a good teacher in an unsightly, un-

comfortable, and unequipped school building, for which, in too many cases, the teacher is herself expected to do the janitor work.

The report points out that, while the overwhelming majority of the existing school buildings are in urgent need of being replaced, the State has made a good start in this direction. It will be in the long run highly economical for the State to face the whole problem, providing school buildings that are substantially built and equipped, so that they will last during several generations.

School Term

In 1904, when the present course of study was first issued, city schools had an eight-month term, but of the 97 counties then existing, 30 had a school term of less than 4 months, 51 a term between 4 and 5 months, and the rest between 5 and 7 months. Not only was the term short, but attendance was poor. In the cities, only 71 per cent of the white children and 50 per cent of the colored children enrolled were in average daily attendance; and in the country districts, only 59 per cent of the white children and 56 per cent of the colored children. Thus, at that time the average school year for white children in the cities averaged approximately 121 days and for rural white children approximately 50 days. Good work under such conditions is, generally speaking, impossible. Since that day the term has been lengthened in the cities and somewhat in rural districts, but even now in rural districts it is altogether inadvisable. The school program has also been improved, though it is still too heavy for the teaching staff. This is especially true in small rural schools, where the ages of the children in attendance are so diverse that it is impossible to grade them as they ought to be graded. As a result, large numbers of children are in their studies far below the point which, at their respective ages, they should have reached.

Teachers

The teachers of North Carolina are for the most part untrained, and therefore unskilled. Only 20 per cent of the elementary white teachers of the State hold professional certificates, showing that they have received a satisfactory preparation for the work which they are doing, and only 7 per cent of the colored teachers hold such certificates. Of the high school teachers, about one half have had education enough to equip them for their work. Not only do the teachers of North Carolina in large numbers lack training; they lack also experience. About one half of them have taught for less than five years. The teaching body of the State is accordingly in a constant state

of flux, and is made up largely of young untrained teachers who have too little incentive or interest to remain in the profession.

These conditions are accounted for by the salaries which have been paid for such services. As late as 1917-1918, the average annual salary for the rural white teachers was $276, and for the rural colored teachers, $140. The Legislature in 1919 raised these salaries, but, despite this increase, the average annual salary of the rural white teacher is still only $430, and the average annual salary of the colored teacher only $295. It is, of course, perfectly plain that no stable and well trained teaching staff can be procured on these financial terms. The State has fortunately adopted a new certification scheme, which will result in raising the pay of teachers who have received the right kind of training. But the effective working of this new plan will be interfered with by the lack of teacher-training facilities. Existing normal schools cannot produce the number of trained teachers now needed, and will be woefully inadequate if the salaries paid are sufficient to attract competent men and women to teaching. Not only must salaries be further increased, but additional training facilities must also be provided.

INSTRUCTION

In order to find out the quality of instruction which is being received by the school children of North Carolina under these conditions, written examinations were given in both elementary schools and high schools. In the elementary schools, children were examined in reading, spelling, arithmetic, and history. In the high schools, they were examined in reading, algebra, and Latin. The showing made is extremely poor. The results both in the cities and rural districts fall far below the usual standard reached in other sections of the country. On the other hand, the results obtained in city schools are better than the results in rural schools; and in rural schools, the results in the consolidated schools are distinctly better than the results obtained in the one-, and two-room schools. For example, in reading, seventh grade city children read no better than good sixth grade children elsewhere, and fall two years below the reading achievements of children who complete an elementary course of eight years. In the rural schools, seventh grade children read no better than good fifth grade children, and fifth grade children no better than good third grade children. This is not the worst of the situation. In one-room rural schools, seventh grade children are on an average two years older than the children of the same grade in our city schools, which actually makes them three years instead of one year behind our city children. When reading is so poor, little can be, and little is, done in informational

subjects like history and geography. Think of sixteen year old country boys who believe that Thomas Jefferson was the president of the Southern Confederacy and that Andrew Jackson invented the telegraph! The poor instruction in reading in the elementary schools is reflected in the high schools. No North Carolina high school tested did as well as the poorest high school tested outside the State, and the reading ability of the children in our small high schools is almost unbelievable. Seniors in these small high schools read no better than freshman in good high schools.

Obviously, the general level of instruction must be greatly raised. This calls for better trained teachers and for doing away with one-, two-, and three-teacher elementary schools and small high schools; for the larger the school, even under present conditions, the better the results.

Administration

The administrative machinery of the schools must be improved, The constitution should be so amended.

The latter part of the report is taken up with the administrative machinery of the schools, showing that the present so-called county unit is in fact not strictly speaking what it seems to be. There is growing up a tendency towards making it really a district or township unit, whereas it should be kept a county unit.

The present system is carefully explained, with the advantages and disadvantages, and recommendations for a system in the county are made that will put the schools on a non-partisan basis and will greatly increase the efficiency of the schools.

Recommendations are also made as to the State Superintendent and the State Department of Education that will get it away from politics and will unify and centralize the work of the department so that there may be greater efficiency. This would cause a complete reorganization of the department.

Financial Support

The measure above outlined will call for increased expenditures. As the Commission points out, the amount of money available for public education in North Carolina has increased greatly in the last forty years, but the public must not be misled as to what the State is now doing in the matter of financial support of public education. Few states now spend less, and in respect to the efficiency of its public schools, North Carolina belongs with the states at the bottom of the list. Yet North Carolina stands fourth in agriculture, and eleventh

in the amount of internal revenue, income, and excess-profits-tax collected. It is perfectly clear that the state can afford to put more money into education, also that unless more money is put into the State Department, county administration, city administration, into normal schools, and into teachers' salaries, the children of North Carolina will continue to receive an inferior education.

The report concludes as follows:

"Education is not cheap. It is expensive and it is every day becoming more expensive. But let it not be forgotten that education is the most profitable investment that a State can make. Wealth flows into the states where the tax rate for education is relatively high, not into the states where it is relatively low. 'Too poor to maintain schools' one of the greatest of North Carolina's sons cries out. The man who says it is the perpetuator of poverty. It is the doctrine that keeps us poor. It has driven more men and more wealth from the State, and kept more away, than any other doctrine ever cost us."

"Our suggestions involve large expenditures; but the State can afford them. As our educational facilities develop, our wealth will increase; we shall be able to spend more still in training the children of the State. Breaking the vicious circle of poverty and ignorance, we shall have started a beneficent circle of intelligence and efficiency."

COLLECTING MATERIAL FOR COUNTY HISTORIES

ELIZABETH BROWN, '21

Trying to find out something of the early history of her county by collecting all the information that she could about it, was the problem put before each member of one section of the Senior Class.

Owing to the fact that little or no early history has been written about the majority of the counties, we find it impossible to get much material of value.

In search of this material we first investigated our school library, in which we found the formation, the date of formation, and for whom the counties were named. These facts were given in the colonial records and Wheeler's History.

Our next efforts were by corresponding with the State Library, the University of North Carolina, the editors of our county papers, the different county officers, and some of the most prominent men and women of the county. From these sources we were able to re-

ceive only a very little information about most of the counties. Although some of the oldest have their written histories, they are not in full detail.

The time spent in writing letters to people we thought interested in the histories of our counties in most cases seems to have been in vain. Many of these letters were unanswered and what answers were received gave little information. Is our effort not proof enough that our work is needed? Is it not the duty of each of us as a loyal North Carolinian to collect and preserve what she can of her own county and thus in time compile sufficient records for our own history of North Carolina?

Below are given two of these county sketches, one an older county which is rich in records, the other, while "rich in spirit and loyalty," is poor in records.

A Brief History of Beaufort County

Maybelle Beacham, '21

Through a careful organization of facts obtained from historical sources and from a paper written by Miss Lottie Hale Bonner the following information has been obtained.

Beaufort County was formed in 1741 from Bath County,now abolished, and derives its name from Henry, Duke of Beaufort, in whom was vested the proprietary rights of George, Duke of Albemarle, who, with the other proprietors (except Lord Granville), in 1729 surrendered their rights to the English crown.

It is bounded on the north by Martin and Washington Counties, on the east by Hyde County and the Pamlico River and Sound, on the south by Craven County and on the west by Pitt County. Due to its geographical location, situated as it is on the Pamlico River and Sound, Beaufort County is noted for its rich and fertile soil, thus making it one of the greatest agricultural sections in eastern North Carolina.

The people of Beaufort County were of good English stock, with a few French refugees among them, and were distinguished for their early devotion to the principles of liberty. The part the county played in the American Revolution, though necessarily small, was played in the true spirit of Americanism. The "Brig Tully," owned by John Gray Blount, of Washington, N. C., one of the ships to sail from Ocracoke to foreign ports, and bring back to the American soldiers

many supplies, rendered timely aid to the cause of American Independence. She was captured in 1799, however, thus bringing to an end the great work she had been performing.

Bath, the oldest town in North Carolina, was incorporated in 1705. In it there are many buildings of historical interst, chief among which is the old St. Thomas Church, the oldest church in North Carolina, which was built in 1754. The bricks and window frames were brought directly from England and the lot on which it stands was conveyed by deed of gift from Edward Moseley to the vestry and the church wardens October 7, 1730. Within this church there is a quaint tablet in memory of Admiral Palmer, Surveyor General of the Province, and Lady Margaret, his wife. This old church at Bath was really an offspring of the Church of England, established in 1701.

Bath was the first town in North Carolina to have a public library. This was donated, through the influence of Dr. Thomas Bray, in the year 1700, by the corporation "for the establishing of the Christian Religion." This library was valued at five hundred pounds.

The old Marsh house in Bath is of great historical interest. It was built in 1744 by a Frenchman, Monsieur Cotounch, for Mr. and Mrs. Whitmore, who in 1776 sold it to Jonathan Marsh. It is, I think, still in the possession of the Marsh family. Among the things of interest about this old home is, first, its chimney, which is seventeen feet wide and four feet deep, and has in it two small rooms, containing one window each. The nails, weatherboarding and bricks of which this was built were brought from England and the nails themselves are hand drawn. The old home has been remodeled and made into a hotel, but just as much of the old as possible has been preserved. The furniture of both lobby and hall is the furniture that was first placed there.

A few miles down the river from Bath stood the residence of Edward Teach, the pirate, better known to us and to little children as "Black Beard." Black Beard was born in Bristol, England. It was here, in Bath, that Teach married his thirteenth wife. Teach commanded a sloop of forty guns, and from his piratical cruelties became a terror to the coast of Carolina. On the right side of Bath Creek, a very short distance from the town of Bath, stood the residence of Tobias Knight, secretary to Gov. Eden. At low tide, close to this site, can be seen remnants of the old stone pier across which Teach's piratical goods were smuggled, and near this spot lies buried in the soft mud an old cannon once in active service for his piratical cruelties.

In 1835 that part of Hyde County west of the Pungo River was annexed to Beaufort County. It was within this territory that the

old colonial town Woodstock lay. Woodstock was eleven miles on an air line east of the colonial town of Bath and was three miles south of Belhaven. A large part of the site of Woodstock is now under the waters of the Pamlico River, and the bricks and other remnants can be seen at a very low tide.

Indian Island, which was the spot where the great Indian chiefs of the Indian tribes held their war dances the night before the massacre of the white settlers, in 1711, lies but a short distance below Bath. After the great Indian massacre which swept the country, the entire county south of the Albemarle was again almost a wilderness. It at last found its end here. It began at sunrise September 22, 1711, and continued for three days. It is said that Christopher Gale, attorney general and first Chief Justice of North Carolina, who lived in Bath, was one of the few residents of that town to escape the fearful disaster. In remembrance of this massacre the twenty-second of September was observed by the colony as a day of fasting and prayer until the repeal of the law, April 4, 1741.

Core Point is directly opposite Bath on the south side of the Pamlico River and in colonial days an Act was passed to establish a ferry from it to Bath. The old colonial road from Core Point to New Bern was an outgrowth of the old Indian trail between the Pamlico and Neuse rivers. In 1722, by Act of Assembly, this road was made and was the first in the county. This road became a portion of the old Colonial Highway from Edenton to Bath and on to New Bern. It was over this road that governors, statesmen and their ladies traveled from the "Metropolis" to Tyron's Palace.

By Act of Assembly, November 19, 1785, the county seat of Beaufort was transferred from Bath to Washington. Washington is located at a point where the Tar River broadens into the beautiful Pamlico. Large plantations were on either side of the river, and on the south side was the large plantation of Churchill Reading, which, in 1711, at the time of the Indian war, was converted into a rude but strong defense known as Fort Reading. Colonel James Bonner, the founder of Washington, donated the town lot on which the courthouse, jail and pillory was placed. The lands on which Washington was formed was granted to Christopher Dudley, in 1726. Washington receives its name from Gen. George Washington, the father of this country, and it is the first town in the United States to bear his honored name. The settling of the town was ever successful and it is now a thriving and growing town.

Some of the Beaufort County officers of the American Revolution

were: Col. James Bonner, colonel of Beaufort County Militia; Col. John Patton, of Kings Mountain fame, and Major Reading Blount.

Our delegates to the Congress of 1776 at Halifax, who met and formed the Constitution, were John Barrow, Thomas Respress, Francis Jones and Robert Tripp.

There is in Beaufort County an active organization of the U. D. C. which has done much toward the preservation of the old historical records of the county and is doing much to make lasting the memory of those brave soldiers who fought so valiantly for southern rights back in the dark days of 1861.

Bertie County

CLARA MILDRED TODD, '21
ENINE MAE HARRELL, '21

We wrote six letters asking for information, but several people who answered only said they were sorry they could not help us. Mr. Stephen Kinney, of Windsor, N. C., sent us some material and Judge F. D. Winston referred us to Wheeler's History. From these two sources we got our information about Bertie County.

Bertie County was formed from Albemarle Precinct in the year 1722 and was named for John and Henry Bertie, in whom the proprietary rights of the Earl of Clarendon were vested. The county seat was located on the roadside about two miles from the present county seat and was known as Woffingdon. Later because of more and better conveniences of transportation, it was moved nearer the navigable part of Cashie River, and given the name of Windsor, for Windsor, England. Here a courthouse built of brick transported from England remained until the year 1887, when it was replaced with a larger and more modern structure. The site of the present county seat was donated by a man named George Gray, whose descendants are some of our present citizens.

The Tuscarora Tribe of Indians was found in the county by the first settlers. This tribe of Indians occupied what is today known as "Indian Woods." There is a very pretty legend of this tribe woven into verse by one of our earlier citizens and poets. The names *Roanoke*, *Cashie* and *Chowan* are names of Indian origin.

One of the few records we have is about the quit rents. The quit rent controversy subsided when the Spanish War broke out in 1739. Governor Johnston was requested to raise what troops

he could in 1740 to defend the rights of Great Britian. Bertie and Edgecombe furnished three companies, 100 men each.

In the earlier history of the county, fishing and the manufacture of tar, pitch and turpentine were the chief occupations. Tar was transported directly to Europe. Large quantities of shad and herring were caught in the seines on the Albermarle Sound, which divides Bertie and Chowan counties. There were also many caught on the Chowan River. Fishing is still a very important industry in the county and the seine at Avoca is the largest in operation in the United States.

Bertie County is chiefly an agricultural county. Cotton, corn, and peanuts have been its main crops, but of late years tobacco has become important. The county has some very rich lands, adaptable to the growth of almost anything. Its forests, though they have already yielded an abundance of lumber, contain much timber, pine, oak, ash, gum and other varieties.

Bertie has produced many able and strong men. Governor Stone was a native of Bertie. So is the Hon. Locke Craig, recently Governor of the State. Dr. George T. Winston, former president of the University of Texas, Judge Francis D. Winston, late Lieut. Governor and United States Attorney and Judge of the Superior Court, and Judge R. W. Winston, are among our illustrious sons. There are many more sons of whom the county feels justly proud.

There are several prosperous towns in the county. Windsor, the county seat, is the largest. Others are Aulander, Colerain, Lewiston, Roxobel, Kelford and Powellsville.

There are about one thousand miles of roads in the county, all practically traversed by rural mail service. The county has enjoyed an abundance of prosperity and has begun to imbibe the spirit of progress. It has a large Farm Life School located at Aulander and the rural sections are dotted with special tax and high schools. The roads are as good as any sand and clay roads in the State. Factories are being located all over the county, mills can be found almost anywhere and a spirit of progress is fast permeating the whole county. The day is not far distant when Bertie County will be one of the most progressive counties in our State, and will take her stand at the top of the column in wealth, education and progress.

A FEW FACTS ABOUT THE TEACHER SHORTAGE

Reports from the Bureau of Education indicate that more than 18,000 schools, or about 3 per cent of the total in the United States, were in January of this year, 1920, without teachers of any kind, and that more than 40,000, or about 7 per cent of the total were supplied with teachers whose qualifications were below the minimum standards of the States in which they taught. If both the vacancies and the places filled by teachers below the minimum standards are counted, there were nearly 60,000 schools or nearly 10 per cent of all the schools of the country without teachers or taught by teachers who would not in normal times be permitted to teach. This shortage of teachers applies to elementary schools and high schools alike. It is especially difficult to find competent teachers for the sciences and technical subjects.

Much more than one-half of all the teachers of the United States have had less preparation than two years beyond the high school, and more than one-half did not teach long enough to acquire the skill which comes from experience.

Remembering that the teacher makes the school and that the school can never be better than the teacher, what can we expect from conditions such as these?

Certainly this condition calls for serious consideration by the legislatures. Standards must be established for the protection of the schools. Teacher-training institutions must be provided to supply the 120,000 teachers required yearly. This is especially apparent when it is known that the combined output of all the teacher-training institutions is less than 30,000. A plan providing increasing preparation of teachers throughout a period of four years would make it possible by 1925 to require all rural teachers to be graduates of high schools and have some normal training. This would make it possible to bring the rural schools to a reasonable minimum of efficiency.

To get and hold good rural teachers, salaries must be provided which insure a living wage. A minimum salary for all teachers, based on preparation and successful experience, has been in operation in Indiana for 12 years and in a number of other States for several years.

It is significant that the States which have the highest standards for teacher preparation are the ones in which the salaries are best and the shortage of teachers is least. Legislation establishing such a minimum has been advocated by the Bureau of Education in its recent publications.

There are probably many causes for this low standard of preparation of teachers and short terms of service, but the most important is the low pay. In the country at large teachers have never been paid salaries in keeping with the importance of their work. Their salaries have never been sufficient to attract and hold in the school men and women of the best native ability, positive and aggressive in character, well educated, and possessed of professional knowledge and skill. Three years ago the Commissioner of Education reported that the average salary of teachers for the United States was less than $500. In many States the average was less than $400, and in many counties the average annual salary for rural teachers did not exceed $300.

Contrast with this what is being done in the Canal Zone. Surely we should do as much for our children here at home.

Entrance salary for high school teachers in the Canal Zone is $159.72 a month, with increase of $10 per month for each year of satisfactory service until the maximum of $199.72 has been reached. Grade-school teachers receive $140.27 upon entrance, with increase of $5 per month for each year of satisfactory service until the maximum of $160.27 has been reached.

Quarters are furnished to teachers without charge. It is customary for the teachers in each town to employ a cook and form a "mess." With this arrangement the average living expenses are from $25 to $30 a month.

There are in the United States at the present time 195,400 one-teacher schools. The picture of the rural school is a little box-car building situated on a small plot of ground. Its equipment is very meager. Its teacher is the youngest and most inexperienced and poorest prepared in all the professions. The average length of term is more often below eight months than above. Compulsory education laws are poorly enforced. The course of study is confined to the academic subjects, and these are taught in most traditional ways. There is no chance of a high school education for most of these rural children, without going away from home to get it. The tragedy of the situation is that the children are not only failing to receive a high-school education, but they are not completing the elementary school of eight grades.

Contrast this picture with that found in the cities. In the towns the school building usually ranks among the finest buildings in the town community. It is true that towns actually vie with each other in the erection of school houses. These buildings are not only modern but are equipped with appliances for both academic and industrial teaching. The teachers in the grades are normal graduates and those

in the high schools college and university graduates. These towns also have their teachers of special subjects, such as agriculture, manual training, home economics, music, and art. There is further strong social activities in the form of organized games, oratorical contests, debating societies and musical festivities. The length of term is nine months, and in some schools school is provided for the entire year. The compulsory school laws are more rigid than those for the country schools and are better enforced. High-school advantages are free to every boy and girl without going away from home to get them.

The solution of the country school problem lies in part in the consolidation of schools. Not a consolidated city school but a consolidated farm-life school is what is needed to serve country children. It is possible to replace thousands and thousands of these 195,400 rural schools in the United States by such consolidated schools.

The area of the school grounds should be large enough to accommodate the school building with its setting of trees and shrubbery; the teacherage and its land laboratory; the playground and the agricultural plot. The size of the grounds would largely depend on the kind of school. In no case should it be less than 5 acres.

The buildings should be provided with classrooms sufficient to accommodate both the academic and the industrial subjects of the curriculum. The high school assembly room and the adjoining rooms should be connected with folding doors so that they may be thrown together for community meetings. The difficulty in finding suitable boarding places is everywhere recognized as one reason why many efficient teachers refuse to teach in the country. The country can not expect to procure the services of married men teachers when there is no opportunity for them to have homes. The teacherage is as necessary a part of the rural school plant as is the parsonage a necessary adjunct to the church plant.

Shortage of teachers in city schools, village schools, and centralized rural schools is negligible. Positions in these schools attract well-qualified teachers because of higher salaries in part, but mainly because there is better working equipment, broader opportunity, and more encouragement for the application of the principals of modern pedagogy, more chances for advancement, and better living conditions—greater ease in securing room and board.

Shortage does exist in the districts with the one-room schools. If a teacher can get a position in a city, village or centralized school district, she will not work in a school where she must teach all eight grades without proper equipment, in a building that is improperly lighted, ill ventilated, insufficiently heated without janitor service, and sur-

rounded by grounds that are unkempt and desolate. Furthermore, it is impossible in many cases to get a suitable rooming and boarding place, even at high cost. There are some districts where the people absolutely refuse to board the teacher. Outside teachers consequently refuse to go into such districts. Those living in or near these districts, who have the natural qualities of a teacher, refuse or neglect to prepare themselves to teach, often because they think they can work their way into these schools without preparation and draw the same salary as those who have spent their time and money for that purpose.

The situation may be relieved in the following manner:

First. The one-teacher rural school must be improved; buildings must be repaired and remodeled so that they will be sanitary and conducive to the good health of teachers and pupils; library and other equipment must be provided; school grounds must be improved as to size, walks, and beautification; proper janitor service must be furnished.

The system must be readjusted. No teacher can do good work if she be required to teach eight grades, nor will she accept such a position if she can find employment elsewhere. Some plan of classification must be devised and permitted other than the prevalent overloading of teachers who must teach all the elementary subjects and all the elementary grades.

Second. The teacher must have a home with the comforts and conveniences of modern life, with privacy to plan and prepare her work. She must be able to secure these things at a reasonable cost.

Third. Young people who reside in the community or in close proximity thereto must be induced to enter the profession and to prepare themselves for the work it entails. They must not refuse or neglect to obtain the necessary training and expect to slip in at the last minute at the expense of the children of the district.

PUBLIC SCHOOL ART

Kate Lewis

I have been trying to make Public School Art practical, something to be used in every day life; to help every student to make fine choices; to know how to make good arrangements. The Industrial Art Text Books have been an inspiration to me. They are doing much to bring about this kind of work. I believe that the Industrial Art School in

Chicago founded by Miss Bonnie E. Snow and Mr. Hugo Froeblich, the authors of these books, is the headquarters for this work. Therefore, I decided to spend the summer term studying in this school.

Miss Snow gave the lecture part of the course. These lectures were always most instructive, inspiring and practical. Miss Snow believes that unless this work passes over into every day life that we have missed the greatest good and joy of the work.

Mr. Froeblich was ever ready to teach the Design. As he made one design suggestion after another we felt that he had an inexhaustible supply. After we had watched him develop a design unit, each line or dot suggested by one already used, it seemed so very simple we were inspired to go right ahead.

Miss Langenberg was on hand whenever the time came to take out materials, get directions and go to work!

We did most intensive work. The morning class period was from nine to twelve, and "Bazaar Activities" in the afternoon from two to four. Most of the students were at school by eight-thirty, and it was difficult to get all out of the building by six o'clock, when the building closed.

The instructors were untiring. One was always around and often all of them, ever ready to give personal help and offer suggestions.

The morning class took up the study of the fundamentals, and we studied together exercises for all the grades and methods of presenting these. Our work came under the following topics: Color and Design, Lettering and Poster Making or Commercial Design, Costume Design, and Interior Decoration. One can easily realize that it was necessary to do intensive work.

"Bazaar Activites" came in the afternoon. The instructors urged that all students consider carefully before enrolling for this work as the morning class would require much outside work. With all their urging we could not be shut out of the "Bazaar Activites!" This Bazaar idea in the schools is becoming more popular every year. These Bazaars are part of the scheme of the practical art education of the children, and exert an inspiring influence in raising the standards of their handwork to the point of being commercially valuable.

We soon learned that the Bazaar exercises were closely linked with the regular work. We felt that we were putting into practical use the great fundamentals being studied. For instance, the color work for each grade was carried right over into these practical exercises in making real things for the Bazaar. These lessons were lessons of joy throughout, everyone working, everyone smiling, and they should be so in our grades.

We made various kinds of things, from fish-kites for the third or fourth grades to most attractive wooden toys, and the painting of olive bottles, and decorating tin and wooden boxes for the higher grades. The color schemes seemed so much more real after using them on these things.

One afternoon we were given a clothes-pin and a tack. What could be made from this? We looked to the front and there we saw the table covered with bright silk scraps, every tint, shade and hue, and short lengths of bright yarns and a dear little doll table favor placed on the side of a glass. The students were told to come up and select two pieces of silk, one for skirt, one for the sash, and a piece of yarn for hair and to carefully choose the three to make a joyous color harmony. We could add black or white to add "sparkle". It was both amusing and interesting to watch the eagerness and care with which each piece was chosen, and I must say to the dismay of those who were in the rear of the line.

Someone looking on laughingly said that one would think that we were selecting our wedding clothes!

There was much rejoicing the afternoon the pieces of wood were passed, and the blackboard notice said bring coping saws! We knew we were to begin wooden toys. We first made animals on stands, then every one made a tumbling Tom. The same pattern was used, but the results were most varied. Miss Snow said that she wanted to pin a $1.00 bill on the best work and most original color scheme. There were so many good ones she had difficulty deciding, but finally pinned it on the Tumbling Tom wearing a bright red suit, white fur cap, collar and muff, on a black stand.

Every afternoon about four o'clock we heard the rattle of cups, and heard Miss Howe, our hostess, insisting that all work be stopped, and every one come to the table to get a cup of hot tea and wafers. Whether you had formerly liked tea or not, you could not resist Miss Howe's invitation! I have never known tea to be half so refreshing. We looked forward from day to day to this little social hour, a break in the intense work. But we could not tarry long over the tea cups, as there were always many things waiting to be finished.

The class room was a very large, bright room. Several windows opened towards the lake. The lake breezes added much to our comfort during these summer weeks. An excellent exhibit of work from many schools was hung on the walls. The work was mounted by grades and hung as it should be in the order the subjects should be studied.

1. Color and design; 2. Commercial design; 3. Costume design.

I have never received so much benefit from five weeks work at any school before, and I longed for much more time to take down valuable suggestions. The work has been an inspiration to me since my school began this fall, and I realize that it will continue to be throughout the year.

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EDITORIALS

Causes and Remedies

What shall be done about the school system of the State is the question of paramount importance, not only before the General Assembly of North Carolina, but before the people of the State. Education is of as much importance and should stir the State as much as the question of revaluation and tax problems have stirred it for the past two years. It is fitting that those questions should come first as the solution of the educational problems in their last analysis comes back to these. In results the State has the same place in the list that she has in the list of money spent for education.

We have known, much to our sorrow, that we were near the bottom of the list, and there was no comfort when we saw what states were below us, but until the report from the Educational Commission appeared we did not know just what the troubles were nor could we prescribe and take the proper remedies until we did know.

We have made many efforts, sometimes earnest, often spasmodic, many times misdirected, occasionally over-zealous, to correct troubles we saw. Small groups, individuals, towns, or counties, with occasionally the whole state falling into line, did something worth while, but there was no clear idea of what the trouble was or what we were working for; we simply knew we were working hard to improve conditions. It was like the old-fashioned methods of applying plasters and salves

for aches and pains where a surgical operation was needed. The time has come to abandon all such treatments; they belong to the dark ages. We know the causes, we know the remedies—just one thing is left to be done.

"They Can't Read"

The charge brought against the schools of North Carolina that is the most serious charge against the teachers is this one, "The children can't read." They cannot gather thought from the printed page. If they can't read, what else matters? How can they be expected to get anything at all out of any subject if they can't read? This is the first thing, the prime essential, and if this is lacking all else is more or less in vain.

No state in the union, perhaps, has made any greater ado over the subject of reading, but something has been wrong somewhere. Perhaps we are reaping the results of too much zeal in the past in following a method that was not fully grasped by the inexperienced teacher to whom the sounding of letters and calling of words became an end within itself, rather than a means of getting the thought back of the symbols. Teachers have labored long and hard over this subject, but without getting results that remove the stigma. Of course, there are hundreds of teachers in the State who are working intelligently and who are getting results, but when they are averaged in with the mass their efforts seem pitifully small.

The few who were educated in the past, who came up by the old "A-B-C" method, could read. No one would dream of advocating a return to that method, but we should get results they got then. Children talk about what they read, explain it, dramatize it, do everything *about* it, but don't do it; they can't give the meaning by using the exact words of the writer, that is by oral reading, and they cannot read it silently, that is, by themselves, and then tell what they read.

The teacher picks out the meaning she gets question by question and fools herself into thinking the children are getting it as she does. The trouble is that the emphasis has been placed on the wrong thing, the actual process of reading has been treated as an end and the reason for reading, thought getting and giving, has been lost sight of and nothing has been gained. Of course, the tools should be familiar to the child and he should learn well the use of the tools, but he should be made to understand what the tools are for.

Every teacher in every school in North Carolina, from first grade through college, should get to work on this problem and remove the stigma that is attached to the charge "They don't know how to read."

Enlargement of the Course of Study

This school must keep pace with the State Department of Education, or it is failing to live up to the purpose for which it was established. The State Department has worked out a scheme for minimum requirements, minimum salary, maximum requirements, and maximum salary for the elementary teachers, placing teachers of equal preparation on an equal plane with the high school teachers. This school now meets only the minimum requirements, the two years beyond the high school. The academic requirements are the completion of fifteen units of work, which means the completion of the high school course with the exception of modern languages. Therefore this school had to increase its entrance requirements. This year for the first time the full fifteen units are required for admission to the professional classes.

Four years beyond the high school is required for the full time prescribed by the State Department, therefore this school must offer a four years course. At the same time it is wise to keep the two-year course for those who are satisfied with the minimum requirements and the minimum salary, but it should be so arranged that those who enter thinking they wish only the two years can go on if they later decide to do so. Furthermore, the student who has been graduated from this school and after teaching decides that she wishes further preparation, thus passing into a higher class, should be able to do so without having to leave the State.

Therefore, this school has been authorized to offer four years beyond the high school, but at the same time to continue the two years course. The course of study committee is hard at work and the entire faculty will soon take up the question so that these courses will be ready to be announced in the catalogue, and will go into effect next year.

The right to grant degrees was given this school by the special session of the Legislature last summer, which sanctions the extension of the course from two to four years.

The Shortage of Teachers in North Carolina

It is difficult to get this early in the year accurate statistics that will show just what the shortage of teachers in North Carolina really is, but, if one can judge from the bits that get into the news columns of the papers, and into the want advertisements, and from the complaints of the superintendents one knows, and from the reports of the teachers who are having to do double work because there are not enough teachers in the schools, the situation is very little better than it was last year, if any.

If great efforts had not been made by the Department of Education to get thousands into training by carrying the summer school into the counties, if there had not been considerable increase in salaries in many of the towns and counties, what would have been the state of affairs in North Carolina this fall? Thanks to the far-sightedness of the leaders, the majority of the schools are running, and there is perhaps a better grade of teacher in the average country school-house, but there would have been extensive waste lands throughout the state with not a school door opened if nothing had been done to prevent it.

Much more must be done, but now it is time for the people to take up the matter. The State Department is doing all it can do, the schools are doing all they can do, the teachers who are left are doing what they can, and the public seems to be aroused, but not sufficiently so, it seems. The inducements to enter the calling are not yet sufficient to compete with other callings.

The Plan of Supervision in Halifax County

The supervisor in Halifax County, Miss Annie Cherry, is truly the "helping teacher" that the teacher in charge of the routine work of the school needs. Much has been said about the limitations of the supervisors and of the system of supervision, until many are not in favor of using the term. It does not matter what the word is, if the right interpretation is put on the word. The World's Work, in the September number, has an article on "The Helping Teacher," and from that one would judge that she is a *rara avis* found only in New Jersey, or Michigan, or some other place remote from North Carolina. This work has been going on in Halifax for some time. This is the third year that it has been definitely organized along the lines it is now following. The editor of the QUARTERLY asked for an article, but as it was just at the busiest season (there is no season that is not her busy season), she sent reports of her work just as she had made them out, no revision, no changing of any kind. She also sent copies of the school paper referred to in her report. She gave permission for the use of these in any way the editor should see fit to use them. We are taking bodily word for word many parts of the report, and regret that lack of space prevents the use of every word of it.

The Supervisor, or Helping Teacher, Needed

It seems that in some counties the superintendent and the county Board of Education do not see the value of having a supervisor. After seeing what is being done in Halifax County they should be convinced.

There are still many strong teachers left in the profession who can manage well for themselves, but there is a majority of young, inexperienced and oftentimes poorly prepared and untrained teachers, even emergency teachers. These are sorely in need of aid. There should be some agency that gives a chance to bring out the best teachers and give the inexperienced ones a chance to get the benefit of a supervisor's work and ideas.

The Halifax scheme gives abundant opportunity for that. The supervisor is the leader of those when needed and the helper of those who need help.

Student-Government at Work

The transition from the form of school government that has been used in this school to the student government as mapped out by the cooperation of students, officers, and faculty has been so gradual that it seems natural and easy. The older form has so much of the new and the new so much of the old that the change is merely that of shifting responsibility. The students have requested certain things that they realized were wise, and in reality dropped off few of the restrictions. The difference is that they themselves asked for certain regulations, and they are not inflicted upon them.

Report of County Summer Schools in Next Number

An effort was made to get together statistics and reports showing the results of the State-wide campaign for the training of teachers during the summer, especially of the county summer schools, but it was a little too early to collect all that was needed as it seemed necessary to have a little time for watching results. By the time the next number appears, we hope to have a good report of this. That issue will appear at the time the county superintendents are making their plans for the summer schools and may be of greater help then than now.

The Teachers' Assembly

THE QUARTERLY goes to press just as the teachers are getting ready to go to the annual meeting of the Teachers Assembly, which is in Asheville this year. S. B. Underwood, superintendent of Pitt County Schools, and a member of the faculty of this school, is president of the Assembly. In the winter number of the QUARTERLY last year, immediately after Mr. Underwood's election to this office, there ap-

peared in the QUARTERLY a sketch of him, and his picture appeared in that number. Perhaps it may seem that this is the time for that, now when he is actually before the public as president, but it seemed wise to let the people know early in the year what kind of a president the Teachers Assembly had, and what qualities of leadership he possessed.

From present indications, and judging by the program, he has fulfilled our expectations and has made a great president.

SUGGESTIONS

Teaching Color in the Primary Grades

We are surrounded everywhere by color. Every object that we see, of any kind, in any place, has color. It is the one great distinguishing factor which enables us to separate in our vision one object from another.

Knowing this, it is very important for us to begin teaching color in the lower grades. Let this be impressed upon the young child, with the true relations of color. It will be an inspiration and service to him in color combinations, in his home, in his dress and in his efforts to meet the demands of the business world all through life.

The teacher's definite purposes for teaching color in the lower grades are—first, to teach the natural love and appreciation for beautiful colors; second, to open the door of the child's eyes so that he may see the real beauty in colors; third, to teach discrimination in colors. Discrimination in colors means to have the ability to classify and name all the different color tones that we see about us, in flowers, in the landscape, in materials of all kinds, and in dyes, paints, inks, and other forms of pigments.

Every grade in school begins the study of color at the same time and studies it four or six weeks. Color is the first subject taken up in public school drawing, because it is needed in all the other subjects that come later. So in consideration of this, we take up color first, then construction work, object drawing, commercial work (lettering) and costume design.

In the first grade we teach red, yellow and blue, the primary colors, so called, because it is from combinations of these that all other colors are made, or, in other words, they are the basis of all other colors, because these colors in themselves are elements, and cannot be produced by mixture.

For the second grade we use the simplest combinations of the primary colors, that is, equal parts of two primary colors will make a binary color. Yellow plus red equals orange; yellow plus blue equals green; and red plus blue equals violet. Therefore, orange, green and violet are the binary colors, so in the second grade the primary colors are reviewed and binary colors are taught. These colors are called the six standard colors. They originated from the colors in the rainbow. And since the colors in order of the rainbow are red, orange, yellow, green, blue and violet, they are called the standard colors.

For the third grade we teach the normal colors and their *tints*. Colors in full strength of intensity, as shown on the color chart, are called *normal* colors. Colors that are lighter than the normal are called *tints*. In using water colors, the tint is obtained by adding water to the normal tones. Since crayola is less expensive, and more convenient to work with, and furthermore, all the children use crayola in all schools in North Carolina, we use it in the lower grades. A tint is obtained by bearing lightly on the crayola in making the strokes, or, in other words, a light stroke of the normal color.

For the first grade we use only the three primary colors, with the neutrals, black, gray or white if necessary. First we might give a lesson with just a square of one of the colors. Then to make something from this square of color place a smaller square of the same color on top of the larger square representing a head. Then straight lines may be added representing arms and legs. This seems very attractive to the children since it represents to them a "box man." The balls of color may be used in the same way to represent a boy. This is a little more difficult to make. This square of color may also be made into a lantern, by using black for the top and bottom, with the black cord for the lantern to be hanging on. The above suggestions should be used on white or cream manilla paper, six by nine inches, or four and one half by six inches. On six by nine inches or nine by twelve inches, cream or white paper, a lantern of each of the primary colors may be made horizontal on the paper, to impress further and connect the three colors in the child's mind. As color should be taught in the fall, for a Hallowe'en suggestion, we might use the brownies made of the primary colors, under a tree. As only the primary colors, red, yellow and blue, can be used in the first grade, the tree is made of black. Borders, book-marks, flowers and many other simple design units using color may be used in the first grade, always letting only the primary colors be used. The neutrals may be used in places for other colors, that is to tone down the bright colors.

For the first lesson in the second grade it would be well to review the primary colors, impressing upon the children always why red, yellow and blue are the primary colors. Use several of the primary suggestions to help in this review. To impress upon the vision of the child how the binary colors are made, introduce the binary colors by using a second grade color chart, which has the six standard colors, in order, red, orange, yellow, green, blue and violet circles placed around a large circle on cardboard. For example, orange is made by the combination of yellow and red and is therefore placed between yellow and red on the chart. Green is made from yellow and blue

and placed accordingly; also violet, which is made from red and blue. Therefore the new colors, or the second grade colors are, orange, green, and violet. There are very many devices that could be used but we will only suggest a few. We may use the lantern device, one lantern made by a combination of two primary colors, or, three lanterns on a six by nine inch sheet of paper, making the lanterns, always using the combinations of the primary colors. Black is used as the neutral here as well as in the other grades. The rainbow is an excellent suggestion. The trees in the background are made with the black crayola so that the rainbow will stand out in the lesson. The rainbow may be made with the sticks of crayola to make it clearer looking. Three gongs, violet, green, orange, may be used to get the value of paper-cutting and of the use of paste, with the teacher's wise direction of both. Use three different sizes of half circles for the gongs. Special emphasis should be placed upon the warm and the cool colors. Tell the children that red and orange make us think of fire, and yellow makes us think of the sun, two things which warm us. Therefore they are the warm colors. Green, blue and violet are the cool colors. They are called the cool colors because green makes us think of grass and the foliage of trees which suggest being cool. Blue makes us think of water and the sky. Violet makes us think of water sometimes near a mountain. Groups of warm and cool colors may be made, and their names written underneath.

Simple designs as combinations of dots using binary colors are taught and things made using these designs are, bookmarks, booklets, and the portfolio. The last is made by putting a surface design of dots over two sheets of construction paper (ruled in one inch squares by older children, if unable to get paper already ruled) pasting together with black strips.

In the third grade there should be a very specific review of the color work in the second grade before taking up *tints*, the new work in this grade. All the colors later depend on the six standard colors used in the second grade. After taking up several days in reviewing orally as well as with suggestions in drawing, it would be well to give the children of the third grade their first written test. The following questions, requiring the doing of something for the answer instead of writing the answer, might be used with the direction of the foot-note:

1. Show with balls of color on paper the primary colors.
2. Show with balls of color the binary colors.
3. Make a ball of orange, using two primary colors.
4. Make a ball of green, using two primary colors.

5. Show what colors make violet.
6. Show me with balls of color the warm colors.
7. Show me with balls of color the cool colors.

The teacher should put one question on the board at the time, then show the children how to place the answer on their paper by illustrating on another section of the board. She should insist on the children turning their paper over as soon as they answer each question to avoid the confusion of every one's wanting to hold up his paper for admiration.

A normal color is a color in its greatest intensity, or fullest strength. Every normal color has any number of tints. We may get up many interesting devices for drawings, using a normal and tint, or a tint and a neutral tone either. Water scenes are very attractive to give. For example: let the sky be a tint of blue, the foreground, or water, normal blue, and a sailboat of white. The construction of a lantern can be made very interesting. Take a tint of paper three and one-half by seven inches. (If colored paper cannot be obtained in school, use the white paper, letting the children make a tint by bearing lightly on the stick of crayola desired for the tint. They might put a little design of a flower on this with black crayola.) Paste black paper one-half inch by seven inches on each side of the lantern, then paste ends together. Use black paper for the handle of the lantern also. A portfolio, such as described in the second grade, may be made to carry their drawings in.

Innumerable other suggestions may be used in the primary grades. Always have a specific aim in view for both teacher and pupil in each lesson presented. And if any work should come up in the grades that needs the work of the drawing lesson, link the work up with the color work of the grade in which it comes up in. This is helping to get the drawing on an equal basis with the other subjects.

PATTIE HUNTER, '21

Farm Life in the Fall for Language in the Second Grade

The children, with the student teacher as a guide, took an imaginary trip to the farm. On this trip we learned what the farmer was doing at this time of the year. The farm was such an interesting place we decided to make one on the sand-table.

The planting, growth, harvest and storage of wheat, cotton, corn and fruits were taken up in detail. I began with the study of wheat, not that it is grown very much around here, but it gives them an idea of how other grains grow. As a conclusion to the study of wheat we had a farmer's convention. Each child was a representative from a

different place. At the convention different topics of wheat were discussed. They were shown many pictures illustrating the processes wheat goes through before it becomes bread. Magazines are excellent help in this work, and by using pictures you appeal to the child, not only through the ear, but through the eye.

Cotton was our next topic. We had a series of lessons on this subject. While discussing ginning, cotton seed were really picked out by the children. It impressed upon their minds the value of a gin. As a summary to the group of lessons I told the story of Calico, which gives the various processes from seed to cloth.

Corn was next taken up. In these lessons we traced a muffin through the different processes back to the time the corn was planted. Again the magazines proved helpful to illustrate the different points. As a conclusion to the study of corn, the story of "The First Indian Corn" was told. Corn booklets were made in connection with corn. This made the children more interested because it gave them a chance to work.

We then studied fruits, even though they are not raised very much in this part of the country. The children knew a great deal about apples. As a summary to this study the story of "The Big Red Apple" was given. In connection with this study the children cut fruits for seat work.

We had seen how the farmer had harvested so many things. We decided he should be kind to the faithful ones who had helped him all the while, the horses and mules. An informal discussion was held on the barnyard animals, after which Robert Louis Stevenson's poem, "The Cow," was taught.

Our farm on the sand-table was the pride of all the class. The children made a farm house, barn, chicken house, and tobacco barn. We had a large yard planted in grass, and hedge around the yard. At the left of our house we had a garden with a potato bank. Then from the main road there was a lane leading up to the barn. On the right of the house we had an orchard and the apples could be seen from the trees. Across from the front of the house we had corn and cotton fields. In our corn field we had a shock of corn. Back of our home we had a tobacco field, and near here we had our tobacco barn.

In our last lesson we thoroughly enjoyed our riddles. Each one asked one similar to this: I am round, yellow and grow on a vine. What am I? Are you a cantaloupe? No, I am not a cantaloupe. Are you a pumpkin? Yes, I am a pumpkin.

This helped to overcome the "aint" habit.

HELEN CROOM, '21

Experiments in Teaching Soil

"Teaching the Topic Soil in the Fourth Grade Geography" was written up in the Jan.-Feb.-Mar. number of the TRAINING SCHOOL QUARTERLY of 1920. This is practically the same outline that was used in the Fourth Grade for the work this fall. Supplementary to this we used the experiments given below.

The following experiments and suggestions are good to use in connection with this work on the topic "Soil:"

When taking up the ways in which soil is made, we showed these things to the class: (1) a rock beaten up by the teacher; (2) leaves that had just fallen; (3) leaves in the decaying stages; and (4) woodmold, (5) very rusty tin cans were used as an illustration to show the effect that moisture had on rocks, vegetation and other forms of solids that decay.

A device that interests children is this one: The teacher has a small box with partitions in it, which has in it coarse sand, fine sand, gravel, rocks, clay and woodmold in the sections. The different sections of soil may be labeled. Children are interested in finding soils of different kinds and comparing the soil they find with that in the box.

An experiment that shows the water-holding power of soils seemed to interest the children: Pupils put equal amounts of sand, clay and garden soil into separate lamp chimneys, tied cheesecloth over the bottom, and suspended the chimneys over the glasses. They poured equal amounts of water into the chimneys and observed which let the water through first, and which absorbed and held the most water. "Of what importance is this to plant growth?" was the question put before them.

Water-lifting power of soils was shown in this way: With the same kind of soils in the chimneys as in the experiment just given above, pupils stood the chimneys in glasses which had equal amounts of water in them. They observed the water used, and noted the amount taken up in each case. "Is this a factor in plant growth?" was asked.

There is a good one to show that mulching keeps water from evaporating so fast from the soil. The pupils put soil in two bottles and thoroughly wet it. The wet soil in one bottle is covered an inch deep with dry, loose earth. Each bottle is weighed on successive days. Which dries out first? Application to gardening and farming shows that mulching is keeping the top layer of soil loose.

This one is used to find out what soil contains: Fill a glass about half full of soil; add water to within an inch of the top; watch the water for several minutes while it stands quietly on the table; get the children

to tell what comes from the soil. Stir the soil and water thoroughly and let it settle. After it has settled so that the water above it is practically clear, get them to describe the appearance. "Can you distinguish between the sand, the clay and the humus?" is the question.

JULIA TAYLOR, '21

Opening Exercises for a Month

I kept up with the opening exercises in the first six grades in the Model School for six weeks during the latter part of October and the first of November. I found them to be short and interesting, which are two of the most essential things in opening exercises. Ten minutes was given to this period each morning.

The exercises were alike in all the grades in two particulars: all had singing and some form of worship. After this miscellaneous subjects especially suited to each grade were taken up. These were very interesting and were always things that were beneficial but which were not provided for in the regular schedule.

The forms of prayer were varied. Sentence prayers were used, with one child leading and one closing the prayer. Silent prayer, with one child closing was also used. The most common form was the Lord's Prayer in concert. In the "paragraph prayer" one child started with a prayer of thanks, another followed with a prayer of praise, another with one asking for things, another asked for blessings, still another for the sick, etc. They were having the study of paragraphs at this time, and this was their own suggestion. The primary grades sometimes used a prayer song.

Bible verses and stories were used in a way to make them especially attractive to the children. Each child read or recited a verse from the Bible. A very interesting game was used carrying out the Bible verse, in their way: One child left the room, then the class chose a Bible verse e.g., "A soft answer turneth away wrath, but grievous words stir up anger." The child returned to the room and asked some child a question, e.g., "Edward are you going to be on time every day this month?" The child must answer this question, using the first word in the verse chosen, e.g., "If I am not on time, I will have *a* good excuse for being tardy." In this sentence *a* was used which is the beginning of the verse. The child then asks another question, e.g., "Mary, what do you do at night?" This time the child must answer, using the second word in the verse: "After I study my lessons at night, I go to sleep in my *soft* bed." In this sentence the word *soft*

was used which is the second word in the verse. Questions like this were asked and answered until the child could tell what verse was chosen. A series of Bible stories were used in the fourth grade. Some were read or told by the children and many were dramatized, such as "David in the Cave," "David in Saul's Camp," "Anointing David, etc."

The songs were always selected to correspond with the type of subject they took up. In some grades continued topics, such as Nature Study, were taken up. The second grade took the study of birds as a topic which took several mornings to complete.

For six days these were the subjects used:

1. Some values of birds; 2. The kind of birds we find in fall; 3. migration of birds; 4. How they go south in fall; 5. How they get a leader; 6. What we can do to help them.

In all the grades at the beginning of a new month, that particular month was discussed. Some of the topics were: Things we look for in November; to what season does it belong; why we prepare for winter; flowers we have in November. Then the poem, "November," was read, or Autumn stories were read or told. The holidays that came in the months that were discussed were emphasized, e.g., Hallowe'en was talked about in the month of October, under these heads: 1. Symbols of Hallowe'en; 2. Hallowe'en stories read and told; 3. Hallowe'en songs taught.

The topic of the day for opening exercises seems to be no more important than the way in which it is handled. In nearly all of the grades sometimes one child was held responsible for the program in these morning exercises. This was very valuable in that the spirit of freedom on the child's part was taught and also created a desire to read magazines and papers searching for something they thought interesting to present.

MAEBELLE PRIVOTT, '21

The Approach to Lessons in the Grammar Grades

The approach to the lessons in the grammar grades should be such as to gain the interest of the children and to give some incentive to the lesson that will last throughout the entire lesson and assignment. The introduction must often review the work of the day before, if it is in a series of lessons, so the children will have a clear idea of what they are being led to. The approach sometimes depends on the lesson preceding. There are different types of lessons taught that make different demands on the pupils. For instance, if the children have

just finished an unusually wide-awake lesson as a result of which they are bubbling over with excitement they need something to calm their nerves and change their minds from this excitement to something more calm and natural. Otherwise the children become tired and are not fit to continue their work. On the other hand the reverse change may be needed. When the lessons are not in anyway connected the introductions should be such as to change their minds entirely from the preceding lesson to the lesson they are preparing to take up.

I have been making a special observation for two weeks of the approach, or introduction, to all the lessons I have seen in that time, and others taking notes have reported to me some I have not seen, I now feel more able to distinguish between the *good* and the *bad*.

In the introduction to one reading lesson in the fifth grade, the first question gave an opportunity to review the lesson of the day before, and the second furnished a motive for the lesson of the day. "In our last lesson how did we learn that Odysseus was recognized and by whom?" "To-day we want to find what method the king used in revealing himself to his herdsman." Each child had to read the remainder of the story on class and concentrate on what he was reading to be able to tell the teacher what she wanted to know. In one lesson I observed, the teacher spent her entire approach by getting the children to feel the atmosphere of the story before they began. They had just finished a drawing lesson before this and she wanted them to change their minds entirely to the reading. She asked the children a few questions concerning their own experience and compared this with the lesson she was going to teach.

In another fifth grade reading lesson a student-teacher did not give any purpose or aim for the children to read for she only told the children to read the story silently and be able to tell her what they read. We have learned that the children in grammar grades must have some motive or purpose in view to gain good results. In this introduction the children had nothing whatever to interest them in the story and very likely the most important parts were overlooked. They read listlessly and the lesson was not a success.

While taking up addition, subtraction, multiplication and division in the fourth grade the teacher had flash cards representing each of these and gave the children a short drill at the beginning of the class with these. This gained the interest of the children, caused them to think more quickly and accurately and dismissed from their minds other things besides arithmetic. They were then ready to take up their work in problems and with this work fresh in their minds they were prepared to undertake the work.

Before taking up a lesson in fractions in the fifth grade the teacher gave quick work which the children were interested in and enjoyed. By this time the children's minds were alert and they were quick to respond. Opposite to this was a lesson in a grade where the first thing in the morning (without any thought of arithmetic) the children were sent to the board to work, from their books, problems of which they had never heard before. A test was given of the four fundamental operations and the children were told to see how many they could work correctly in a certain length of time. The signal was given to begin and end, on the second. The children were interested in this test and enjoyed it, whereas most children of to-day hate tests.

We realize before beginning the lesson the teachers should spend a few minutes in introducing the lesson, to get the attention of the children fixed upon what is to follow. During one lesson the student-teacher found, much to her sorrow, the mistake she had made in not gaining the attention of her class before beginning the lesson. Matters of discipline arose and kept the lesson from being as much of a success as it would have been otherwise. LOIS BYRUM, '21

How I Taught Problems in the Fifth Grade

I took up problems in the simplest form and made them up of things interesting to the children, using their names and their activities whenever possible, as this seemed to appeal to the children. I spent a few minutes every morning with the teaching of problems. I had the children to find three things about the problem: (1) what was given; (2) what they were to find; (3) how to do it. At first I spent a considerable amount of time on these three things, but after awhile they became natural to the children, then our time was spent on the thinking process. I varied the problems according to the topic we were taking up; for example, when I was teaching common fractions, the numbers in my problems consisted of common fractions. I also found that it was a great help to have one day of the week devoted entirely to the problems taken from the text book they were studying.

The types of oral problems that I gave are as follows:

Mary bought $4\frac{2}{3}$ yds. of gingham for a dress. She used $4\frac{1}{6}$ yds. to make the dress. How much did she have left?

George worked $2\frac{5}{8}$ hours on Tuesday and $1\frac{1}{4}$ hours on Wednesday. How many hours more did he work on Tuesday than he did on Wednesday?

Macon rode 18 miles on his bicycle at the rate of nine miles per hour. How long did it take him to ride the 18 miles?

Evelyn went up street with her mother and bought a dress for $12 and a hat for $6. Her mother gave the clerk a check for $35. How much money did the clerk give her in change?

GRACE STRASSBURGER, '21

Indian Life as a Language Topic in the Third Grade

To make the subject, "Indian Life," appeal to the children of the third grade, it was introduced with a story of a little white boy who came over to this country and saw the Indians for the first time. This led to the question of "How did the Indians look"? The outline was the answer: Copper colored skin, high cheek bones, black shiny eyes, very erect and of muscular build. Pictures were shown the children of individuals and of groups. Right here by comparison and pictures they formed the correct conception of the appearance of the Indians.

As they noticed the groups the next step was naturally the kind of homes the Indians lived in and the country around about them. The answers to a few questions developed the following:

Description of country: Uncivilized country, forests in which wild animals lived; description of homes: name, wigwam; materials used to build homes: skins, poles and bark; what the wigwam contained: many skins, no furniture, big open fire. Pictures were used here to make the Indians' home life clear to the children.

For seat work the children were asked to draw stars, the moon or anything that would add to the wigwam as the Indians were very fond of the decorations suggested by nature. The clothing was taken up next. Materials: Skins, tanning and decorations. Clothing proved to be very interesting to them as they readily saw by pictures how queer the red men dressed long ago. They were deeply interested in the meaning of feathers, beads and pictures which the Indians used as symbols.

The needs of the Indians were taken up next. As the class had already learned of the nature of the country and the many animals that lived in the forests, it was easy for them to see how the Indians obtained their food. Fishing and hunting were discussed and compared with the fishing and hunting of today. The Indian feasts were also described.

How the Indians wrote was emphasized. Here the children developed a most interesting conversation. Before they were told how the In-

dians wrote, they were asked questions that led them to think the Indians wrote by means of pictures. By questions the children soon found that their writing was called "Picture Writing." The Indian calendar was explained and drawn on the board. Board work proved to be valuable in explaining to the children how the Indians wrote.

The last and most interesting subject was the Indian warfare. Here the children were taught that the Indians were not wholly cruel in nature, that they were kind as long as their rights were given them, but untrained in seeing the rights of others. The children were told the cunning ways of the Indians, the real art in stealing noiselessly through the woods, and their careful planning of attack. The purpose of the Indian warfare was emphasized. This was to inflict as much harm upon the enemy and receiving as little as possible.

The children were told that the Indians' knowledge of the woods was not equaled by that of any other people in the world. Bravery was brought out, especially the bravery of the Indian men who were engaged in warfare and hunting The children also learned that the Indians were industrious people, and engaged in pottery making, weaving and agriculture on small scales. The Indian method of communicating to each other signs and signals appealed to the children.

The children's work was made more enjoyable by having them make Indian booklets. For constructive work an Indian village was built on the sand-table. ANNIE JESSUP, '21

Games for Correcting Errors of Speech

Each teacher should make out a list of errors common in her school. Otherwise she would ramble and probably bring up errors that the children know nothing about. If a teacher has a list of such errors, she can work out exercises to bring in any time during the day. These are some things she must bear in mind in planning these games:

(1) Be systematic.
(2) Inspire the pupils to want to speak correctly.
(3) Make games short and lively.
(4) Put questions in such a manner that there is but one way to answer them, and that is the correct way.

We do not claim these games to be new ideas, but they are definitely worked out and may be used by teachers. But before using these games be very definite in telling the children how to play them.

These games to correct the misuse of *saw* and *seen*: Get as many things as possible that are interesting to the children and put on your desk. Let one row at a time run around the desk and take a look at the articles. After they are seated ask each one to name two things he saw on the desk. Have them answer in correct sentences, such as: I saw a knife. I saw a ball.

The teacher may ask such questions as this: John, what have you seen on my desk? I have seen a kite. This may be worked out according to the grade you are teaching.

Another game for the same purpose is this: Select one child to be a fortune teller. Have on your desk a number of pictures, turned face downward. Let one child at a time walk up to the desk and look at one picture, putting it in a different place. Each child takes a look, then the Fortune Teller asks the first child what he saw. If he says "I saw a wheat field," the Fortune Teller will say, "You are going to be a farmer." So on until each one has had his fortune told. This is very interesting to the children. Other games may be used for other errors.

The children stand in semi-circle. One child plays on the outside of the circle, standing directly behind No. 1. Teacher starts in front of No. 1 on inside of ring holding a package of cards in her hands. She holds a word in front of No. 1. If he pronounces it corrrectly before the child behind him does he gets the card, on the other hand, if the child behind him calls it first they exchange places. Teacher continues this as long as desired. When they have finished let each child count cards, seeing who has the greatest number.

One may use this as a contest between boys and girls, or just the individuals.

This one may be used for third or fourth grade:

Let the teacher write on the board a long column of words the children use incorrectly. Then call on one child at a time to go to the board, use the pointer and pronounce. For each word he pronounces correctly let him draw a block, calling it a stone, putting the stones on top of each other, calling this a wall. Let each child do this until all words have been pronounced correctly. At the end have the children count the number of stones they have, and see who has the highest wall.

One way of correcting children's incorrect usage of English is to play the schoolroom is a town.

Let the children select one of their group for mayor, and two others under the mayor to act as critics, reporting to him not the misdeeds but the incorrect English used in their hearing for each day.

At the close of the day have the critics report. Let the children use the word correctly in a sentence so that the one who used it incorrectly may see their mistake.

Then have sentences written correctly on the board so that all may see and hear it.

Change critics often or children will resent their criticism. These are some of the common mistakes:

Words ending in *ing*. Desk (dest) sheep, (sheeps) nest, (hen-nests) (tast) task. I taken for I took.

A poem that is excellent for teaching *isn't* instead of *aint* is "The Song," by R. Loveman, which is in the langauge grades, Practical English Number I, by Potter, Jescke and Gillett. It begins: "It isn't raining rain to me; It's raining daffodils."

In the fifth grade the plan used below was given to impress the different forms of the verb *sit* and *set*. The teacher gave the distinction between the uses of the words, *sit*—to rest; *set*—to place. She then asked them to make picturesque sentences about the "*setting* sun," using every time the form of the verb *set*. Such sentences as, "The sun *setting* is a beautiful scene," "The sun *set* in a bank of clouds last night," "The sky is red where the sun *sets*," were given by different children.

One child was asked to move an article in the room and all the children were then told to write interesting sentences, using the correct verbs, telling what the child that moved the article did—for example, a jar was moved from one window sill to another by Laura, and such sentences as the following were given:

"Laura *set* the jar in the window," "The jar *sits* in the window," "The jar that *sat* in the first window was *set* in the second."

After a number of sentences had been given by different children they seemed to have in mind very well the different uses of the verb *sit* and *set*.

INEZ PERRY, '21.

REVIEWS

Pupil participation in solving problems of a high school student body, which appears in the September number of THE SCHOOL REVIEW, is the particular phase of the interesting subject treated in the article, *Training for Citizenship through Practice,* by Frank G. Pickell, (formerly Principal of the High School, Lincoln, Nebraska, now Assistant Superintendent of Schools of Cleveland, Ohio.) During the past few years we have heard much about preparation for citizenship, teaching Americanism and patriotism. It is hoped that this may be accomplished mostly by the schools. The schools seek to teach civic, world and social problems by having clean sports, fairness in play and in conduct and through practice. Student responsibility as assumed in the Lincoln High School was a great success. Democratic citizenship implies this responsibility; social atmosphere also depends upon this. It trains the children for adult life. Student participation develops thinking, obedience, and many other desirable qualities.

Student participation is built upon the theory of mutual co-operation between the faculty and the student body. The means of co-operation should be simple. In this article the constitution which is now in force in the Lincoln High School is given in full. The constitution of the student government of East Carolina Teachers Training School, built upon the same principle, is strikingly like this one.

A plea for the greater recognition of the teaching profession appears in the September number of SCHOOL LIFE in the article, *Comprehensive Report on Teacher Training.* The article is wrtiten by a few instructors of several leading institutions of this country. The Governor of the State of Missouri in 1914 requested that an investigation of the teaching facilities of the state be planned, but they found that before they could do this an examination of the entire teacher training problem of the United States was involved and through this investigation the report originated. The report pleads for an enlightened administration of the State's entire teacher training function exercised from a single body.

Marked changes must ensue in our present system of schooling if we undertake to carry out our avowed aim of universal education. Married women are needed in the teaching profession, for marriage and the deepening experiences of motherhood serve to clarify her insight and humanize her sympathy—a purpose that would link to-

gether and coordinate the process of both home and school. High schools and graded schools should be merged into a single institution and not until this is done will there be great professional advancement for teachers. The teacher should rise by capitalizing his experience and improving his work rather than by changing his work. The public should be made to realize the value of good teaching. The authors say, "Fine instruction at present does not prevail in America because it is not understood; parent-teacher associations have rendered a valuable service by promoting the social relations between home and school. Convince the American public that the products of a fine teacher are real and soon the cost will become a matter of secondary importance."

Harvard University has established a graduate school of education for the purpose of training teachers and to provide opportunity for original investigation.

The subject of *Training for Citizenship* is attracting universal attention because all children will be citizens. It is rare to find an educational publication that does not have anything on or associated with this subject. "Socializing the Child," it is sometimes called. The child is made to realize that he is a citizen of the school-room the moment he enters it and becomes a part of the school community. Magazines dealing with the broader problems of education treat the subject abstractly and theoretically. The practical magazines are filled with devices and suggestions for helping the teacher in the school room to make the subject concrete.

A bulletin issued by the Bureau of Education called *Lessons in Civics for the Six Elementary Grades of City Schools,* written by Hannah Margaret Harris, gives illustrations as to how teachers can present civic instruction and also gives guides for teachers. Instruction in civics must be based on the children's experience and should result in creating the mental attitudes and habitual acts that characterize good citizenship. Each part of the material presented has been chosen because it is related to some "civic" situation in which the child is to be found and his reaction to which is capable of being modified by a "civics lesson." If these reactions are produced upon many small children, there is no doubt but that the result will be a considerable safeguard to the children. A list of typical situations is given for each year. The suggestions are based on a list of "Children's experiences and observations." Each teacher is advised to select those situations and lessons which correspond to the children under

her care. Sections entitled, "Methods of Teaching," suggest means of impressing upon children many informal occasions of school life. The teacher will find the course an efficient aid in training her pupils to be citizens.

Notice of *Training for Citizenship*, by Charles A. Ellwood, University of Missouri, appears in the University News Letter. Its theme is that social studies be made central in the curricula of all our schools so that we may have an efficient and intelligent democracy. Democracy has everything to gain from social intelligence and education; democracy can achieve great things only through capable leadership. The educational system should be devised so as to select and train people capable of social leadership. This places the responsibility upon the higher educational institutions. We need to see the vital relations between democracy and education, but we need especially a practical faith in education. Then, perhaps, we shall be able to safeguard our own democracy and make the world safe for democracy.

Civic instruction is being given in sixty typical cities of the United States. Among these are Fayetteville, N. C. There are only two other southern cities. This is quoted from "SCHOOL LIFE."

The article, *Honors for Improved Rural Schools*, which appears in SCHOOL LIFE, "shows that 'standardization' of rural schools involves rewarding excellence by cash prizes and by special distinctions and is an effective stimulus. Different states have different systems of rewarding excellence; among these are bonuses of money, honorable mention in the report, and in others a doorplate and money. The items, upon which a school is measured, are printed on a score card. The main heads include grounds, buildings, sanitation, and other involved activities. Minnesota began the movement in 1899. It was an incentive to make the good school better by state aid. There are in all 27 states attempting to improve the one-teacher rural schools by standardization. The success depends upon how it is administered. The greatest good of standardization in that it furnishes a measuring rod whereby a school may examine itself. Both physical and instructural equipment have been improved in the one-teacher schools to increase their efficiency Standardization leads to improved legislation. The danger of standardization are three-fold. (1) Complications and indefiniteness of score card; (2) lack of machinery for administration of plans; (3) when a community attains a 'superior school' it may reach a state of self-satisfaction. The score cards must be definite.

A superior school is nowhere near the end in the realization of the kind of school that is possible for the country. A superior school has served its greatest mission when it arouses the community to the conviction that the school best fitted to give country people the educational advantages equal to those found in cities is the farm life consolidated school."

"Women direct the consumption of 85 per cent of the nation's wealth and so are the determining factors in production. The nation, then, must see that the women are educated to become wise and intelligent buyers. 'As the girl of today is taught, so will the woman of tomorrow buy,' says Mrs. Calvin, the home economics specialist of the Bureau of Education. Women are the ultimate consumers of the product of innumerable factories and shops. 'The school and college courses of the present and future should enable women to judge wisely, purchase carefully and appreciate the true value of good material, good workmanship, and beautiful designs,' so Mrs. Calvin designates the purpose of home economics. 19,000 American girls are now studying home economics and will eventually influence approximately 1,000,000 pupils, as home economics begins in the fifth grade in more progressive cities. It includes foods and nutrition, clothing, household management, and many other desirable qualities. At one time the housewives were producers of the so-called dry goods but because of present day conditions, the coming of machinery, and the fact that the women have become wage earners, there was no vital interest in the affairs at home. Mrs. Calvin says, 'The teaching of textiles and clothing aims first to give skill in garment making,' clothing courses are designed to give skill in mending, repairing and remaking. This work will teach the girls and women to be more intelligent in selecting fabrics, trimmings, designs and colors.

Courses in clothing will teach them to choose sanitary, adequate and comfortable clothing, for the health is affected by the garments worn. Women need to know what clothing is needed, know materials, have correct standards of good taste, be intelligent in purchasing materials and skillful in the making. All this can be said in relation to purchase of household goods. If home economics education attains the place it advocates, the effect may be stated as follows:

1. Careful buying, fewer returns to retail merchants.
2. Greater appreciation for materials bought.
3. Better goods sold.
4. Lessened loss of uncollected bills.

5. Fewer purchases of excessive quantities.
6. A demand for standard materials and designs.
7. Greater national financial welfare.

Unwise buying may stimulate types of production, temporarily stimulate business, but the reaction brings a collapse of credit. Conservative buying results in a better and more stable demand upon all producers and a more certain payment of obligations.

The article, "*Summer-School Courses* in *Country Life Improvement,*" which appears in the September number of School Life, portrays what is being done in Maine to improve country life. Rural leadership was studied by 75 young women at the summer school held at Castine, Me. The legislature of the State of Maine gave to the Superintendent of Schools the right to select 100 rural teachers for special training. Organizations for the improvement of country life, rural surveys and other desirable organizations to connect the life of the school with the life of the community formed the basis of the course. Attention was given to the study of hygiene and sanitation and to recreational education, including gymnastics, dramatics, recreational plays and games.

Alaska's Place in the Sun, is an interesting account of Alaska, given by Mr. William E. Smythe in the October Review of Reviews, in which he writes of what Secretary Payne reports on his return from Alaska.

Secretary Payne decided that he was Alaska's "Viceroy," so he went to Alaska to investigate the country as to the possibility of improvements. The climate is favorable at certain seasons for raising crops and the soil is very fertile, so it is possible to feed many people. There are great railroads and vast coal mines and resources to be developed. Co-operation is badly needed for the development of its trade and commerce as well as its prosperity. The scenery is far more beautiful than in Switzerland. Alaska is the place to go to in summer to see the beautiful mountains, glaciers, etc. Alaska has great promises for young men who are born to fight and are ambitious. The "open door" of Alaska is waiting for brave, strong men and women to develop its vast resources and pave the way to prosperity.

President Wilson issued a proclamation requesting that the schools, colleges, and universities observe the three-hundredth anniversary of the landing of the Pilgrims.

In the proclamation he states that the people of America should show their gratitude and obligation to the early settlers of America by celebrating the 21st of December, 1920. The Pilgrims gave us high ideals and principles of liberty and human rights, therefore we should have a nation-wide observance of the day.

He suggests that we, the people of America, observe the day with patriotic services, and that the universities, colleges and schools will draw lessons on the patriotism, perseverance and fortitude of that little band of men and women who established on this continent the first self-determined government based on the great principles of just law and equal application to all.

The people of New England are celebrating the great epoch in the history of America, and also any other states who really see and understand the early principles and ideals handed down from the Pilgrims.

The Special School Health number of the Health Bulletin for September, 1920, published by the North Carolina State Board of Health, carries a number of helpful articles and should be carefully read by every teacher in the State. The article, *The Land we Live In,* states conditions of North Carolina as they are, and offers a suggestion for home care and removal of all physical defects for all children as a future achievement. The *Four Things to Do Before School Opens* are more for the community than the teachers.

There is brought out in one article North Carolina's need of more and better hospitals and medical schools. The necessity of attending to diseased tonsils should be noted by both parents and teachers. The absurdity of keeping children in after school should make the teacher stop and think. The necessity of teaching something besides school subjects is a very important feature brought out. There is an interesting discussion advocating a law for mother's pensions as an aid to better health for the children. The need of money as a means of raising the standard of health among the school children is discussed. The article on *Medical Inspection of School Children* shows the need of physical examinations and how they can help the State as a whole.

The Sixth Annual Report of County and City Health Department of Durham, N. C., gives an interesting account, not of theory and

principle, but of what has actually been accomplished in one county of the State. Under the supervision of Dr. Arch Cheatham this county has perhaps accomplished more in the way of health improvement than any other county in the State.

The Dental Clinic, the first to be established in the State, examined 1,123 children from July 1 to December 31, 1919, and treated 1,003 children at a cost of $1,610.48, thereby saving to the parents of the children $2,520.27 which they would have had to pay had the work been done in a private office.

The County Home and Workhouse, as well as the Convict Camp, has been equipped with many modern sanitary conveniences.

The Bacteriological Laboratory, established in 1915 with the main object in view at the time to conduct examinations of markets and milk, has grown and by the aid of this laboratory there has been much information gained to help in the control of communicable diseases. The laboratory has made 3,177 examinations at a saving of $7,603.00. The reports on the milk and dairy farms show that they are up to the standard. The reported conditions of the water supply, meat inspection, and markets show that the Board of Health has done much for the sanitary conditions in town and county.

An investigation, to find out how much moving pictures are being used in schools, shows that they are increasing in popularity and that the method is regarded by many school officials as one of the greatest aids in education. Some interesting results are recorded.

At least 6,400 schools in the United States are equipped with machines for projecting motion pictures. One half of them are in elementary schools and the other half are in high schools and colleges. They use theaters, community or lodge or club halls, and churches, (but only a few) for the screen as the school buildings are not equipped with a hall or place where it is possible to show a picture. Many of the schools are in a position to use electricity but do not have the machines necessary for the pictures.

Funds for securing these moving picture machines may be procured by raising subscriptions among pupils, by charging admission to community gatherings, appropriations by State, county, city or school board, private school funds or personal contributions.

Films may be secured by exchanging with commercial film companies, government departments and altruistic organizations, and some from industrial manufacturing concerns.

Francis Arnold Collins, as well as many other educational leaders, has joined in the nation-wide movement to improve the hygienic conditions in the schools of the country. His article to the REVIEW OF REVIEWS for October, 1920, states that 75 per cent of the school children have physical defects.

The country school house is in a very unsanitary condition and helps to spread many diseases because of the fact that all use the same dipper. The chief causes are that they must stay in barely-heated and have poorly ventilated rooms. There is in progress a movement to light the country schoolhouse better. The plans for building and painting should be carefully made in order to get the right amount of light. The air should be warmed and moist but fresh when it enters the room. The furniture should be simple and easy to clean and dust. The location should be well chosen so that there will be no mud, clay or sand to be brought in the schoolroom. A drinking fountain should be in every school. There should be a State Health Inspector in each school to examine each child at least once a year.

In an editorial in *The Charlotte Observer* for Thursday, October 14, 1920, the Associated Press carried the information that the Rockefeller Foundation has made public declaration that "North Carolina is among the leaders of States in this country in county health work." It further states that with Wilson County taking the lead in June, 1917, the movement has spread until, at the end of 1919, twenty-four counties were under whole time health officers. *The Observer* congratulates the State Board of Health for this fine record and says that it is a mighty good thing for North Carolina to be advertised as the leader in good health work.

ALUMNÆ

Alumnae Editor, Grace Smith

Practically all of the girls of the class of 1920 are teaching.
Gay Albritton, 5th and 6th Grades, Kinston.
Annie Lou Alston, 4th and 5th Grades, Upchurch School, Wake Co.
Elizabeth Bass, 3rd Grade, Franklinton.
Mary Batts, 4th and 5th Grades, Bunn.
Gladys Baum, 6th and 7th Grades, Old Trap High School.
Madge Blackley, 4th Grade, Jonesboro.
Ruth Brown, 4th Grade, Rocky Mount.
Marion Butler, 2nd Grade, Kenly.
Gertrude Chamberlain, 7th Grade, Jonesboro.
Grace Cloninger, Primary Grades, Mt. Olive School, Catawba Co.
Texie Dale, Franklin.
Ruby Daughtridge, Glendale School, Johnston County.
Helen Elliott, 1st Grade, Vanceboro.
Thelma Elliott, 5th and 6th Grades, Johnston County.
Agnes Ellis, 2nd Grade, Dunn.
Lila Faircloth, 6th Grade, Bladenboro.
Blanche Farabow, 4th and 5th Grades, Glendale School, Johnston Co.
Caroline Fitzgerald, 2nd Grade, Four Oaks.
Irma Fuqua, Upper Grade, Sidney School, Alamance County.
Ruby Garris, State Blind Institution, Raleigh.
Marie Gatling, 3rd Grade, Windsor High School.
F. Marguerite Hensley, Winston-Salem School.
Irene B. Hollowell, Intermediate Work, Bald Creek, Yancey Co.
Minnie Hollowell, 6th Grade, Lexington.
Fannie L. Jackson, 4th Grade, Bethel.
Nonie Johnson, Principal of Rural School, Johnson County.
Glenmore Koonce, 5th Grade, Kenly.
Ruth Loy, Primary Work, Leasburg.
Roland Martin, 4th and 5th Grades, Macclesfield.
Katie Lee Matthews, Benson.
Edith Matthews, Grammar Grade Work, Newton Grove School, Sampson County.
Mildred McGowan, Principal of Tiny Oak School, Hyde County.
Bonnie Muse, 3rd Grade, Roberdel High School, Rockingham.
Ethel McArthur, Primary Grades in Sharon School, Lenoir Co.
Mildred McCotter, 6th and 7th Grades at Macclesfield.
Ellen McIver, Primary Work at Mt. Mitchell.

Ruby Mercer, Intermediate Work in Green County near Stantonburg
Janice Mizell, West Maryland College, studying.
Myrtle Moore, Intermediate Grades in Simpson School, Pitt Co.
Ollie Moore, Kenley School.
Geraldine Moore, 2nd Grade in Roanoke Rapids School.
Pauline Newell, Primary Grades, Simpson School, Pitt County.
Alma Odom, 2nd Grade, Bridgeton.
Virginia Pigford, 6th Grade, Jonesboro.
Annabelle Quinerley, 1st Grade, Roanoke Rapids.
Martha Ratcliffe, 1st Grade, Four Oaks.
Julia Rowe, 2nd and 3rd Grades, Graham.
Callie Ruffin, at home, Rocky Mount.
Ethel Southerland, 3rd Grade, Princeton School, Johnston Co.
Minnie Love Stephens, 5th Grade, Benson.
Helen Stewart, 5th Grade, Dunn.
Eloise Tarkington, Stonewall School, Pamlico County.
Carrie Teer, 2nd and 3rd Grades, Saxapahaw School.
Harriette Thomasson, 3rd Grade, Ossippee School, Alamance Co.
Mildred Thompson, Primary Work, Mackeys.
Janie Tyson, State Blind Institution, Raleigh.
Kathleen Vaughn, Graded School, Stantonsburg.
Lula Wade, Primary Work, Flat Rock, Wake County.
Francis Walker, 2-teacher School, Union Ridge.
Zelma Wester, 4th Grade, Four Oaks.
Alice Whitehurst, 3rd Grade, Salisbury Schools.
Elmira Wommack, 3rd Grade, Stantonsburg.
Mabel Wommack, Kenly School.
Vera Wooten, 3rd Grade, Sanford School.
Henrietta Zahniser, 1st Grade, Bethel.

Edna Camm Campbell, '12, has charge of Teacher-Training in Craven County and has some work in supervision. She has a group of Craven County High School students in Vanceboro Farm-Life School that are taking the course in teacher-training. This plan is an experiment that is starting off wonderfully well. In an article in this number of the QUARTERLY she gives an account of the work, telling what she is doing and what she is planning to do. She has her degree from Peabody College for Teachers. For the past two years she has been teaching in the normal school at San Marcos, Texas. For the two years before this she was critic teacher in the Central Tennessee Normal, at Murfreesboro.

At the present time there are sixteen graduates of the Teacher-Training School teaching in schools of Pitt County. They are:

Ferol Little, '19, Belle Arthur; Vivian Jenkins, '19, Bethel; Fannie L. Jackson, '20, Bethel; Henrietta Zahiniser, '20, Bethel; Ruby Worthington, '19, Barnhill School; Mattie McArthur, '19, Barnhill School; Ethel McGlohon, '18, Grimesland; Myrtle Moore, '20, Simpson; Pauline Newell, '20, Simpson; Leona Tyson, '19, Fountain; Bess Tillett, '18, Fountain; Flora Barnes, '18, Farmville; Annie Smaw, '14, Joyners School; Ruth Hooks, '19, Grifton; Laura W. Newton, '19, Grifton; Julia Elliott, '17, Centerville; Vivian Case, '17, Farmville.

Martha Lancaster '16 and Lida Taylor '16 are again teaching in the Model School. Martha is teaching third grade and Lida second.

The Greenville public schools are looking to the Training School as an ideal place from which they may employ capable teachers. They now have the following alumnae of the Training School: Christine Johnston, '15, first grade, in Evans street school; Ernestine Forbes, '15, reading, grammar and spelling, in sixth and seventh grades in Evans street school; Elizabeth Evans, '18, third grade, in Evans street school.

Eloise Ellington, '13, is keeping books for the firm of W. A. Bowen, in Greenville.

Nannie Bowling, '12, is still doing office work for the Daily Reflector Company.

Rubelle Forbes, '15, is doing stenographic work for the Imperial Tobacco Company.

Estelle Greene, '12, is librarian at the Greenville High School. She held the same position last year.

Cards have been received announcing the marriage of Mr. Ralph Alexander Sullivan and Miss Mary Elizabeth Hutchins, '18, on August 25, at Winston-Salem, N. C. They will make their home at Leaksville.

Agnes Thompson, '17, is teacher of fifth grade in the Farm-Life School at Middleburg.

Lizzie Smith, '18, is doing office work in Wilmington.

Louise Stalvey, '16, is teaching the first grade in the graded school at Pittsboro. This is her third year in this school. Louise is considered a very successful teacher.

Glennie Woodard, '19, is teaching in Scotland Neck.

Willie Green Day, '13, is teaching in Hickory. Her home address is East Broad Street, Statesville.

Blanche Atwater, '18, taught in the Bethel graded school in 1919-1920. She attended summer school at Columbia University.

Elizabeth Mercer, '17, worked in the First National Bank in Tarboro for some time. Last June she married Mr. Edward H. Marrow. They are now making their home in Tarboro.

Ruth Whitfield, '19, is again teaching a section of the first grade in the graded school of Dunn. She is a very successful teacher.

Alexa Alford, '18, is teaching near Charlotte.

Christine Johnston, '17, is teaching at Troy.

Esther McNeil, '17, is spending the winter at her home, Rowland.

Gladys Florine Yates, '18, studied at Peabody College all last year and during the summer term. On August 29 she was married to Mr. Lonnie Elwood Blackman, in Nashville, Tenn.

Marie Worsley, '19, is teaching the Upper International grades in the Dixie school in Edgecombe County.

During the month of August Lillian Gardner, '19, was married to Mr. J. A. Mercer, of Fountain.

Vera Bennett, '19, is teaching in Washington.

Bloomer Vaughn, '16, taught at Deans school, in Nash County, in 1919-1920. She is now teaching at Whitakers.

Annie Bridgman, '18, is teacher of sixth and seventh grades at Swan Quarter.

Mary Chauncey, '14, is teaching first grade in Warrenton.

Lillie Tucker, '11, is doing stenographic work in Washington, D. C.

Rena Harrison, '19, is teaching near Elizabeth City.

Mrs. Sadie Dew Kemp, '18, lives in Wilson. She has a fine son, who is four months old.

Alla Mae Jordan, '19, is teaching in the State Blind Institute, Raleigh.

Ruth Lowder, '17, is teaching at Richlands.

Lalla Pritchard, '13, has been teaching in the Deaf and Dumb Institute, Morganton.

Blanche Satterwaite, '17, is teaching at the Sand Hill school, Kinston. R. F. D. No. 6.

Eula Peterson, '18, attended Columbia University this past summer.

Sadie Nichols, '14, taught at Princeton last year. Her work was in the primary grades.

Fannie Bishop, '18, is teaching at Ransomville.

Annie Laurie Bishop, '16, is now Mrs. Payne.

Mae Bell Cobb, '14, was married to Dr. Thomas White Smithson on November 13, at Fremont.

There are nine of the Alumnae teaching in the Kinston graded schools. They are: Elizabeth Hathaway, '18, Ruby Giles, '19, Ruth Cook, '18, Ophelia O'Brien, '17, Mavis Evans, '14, Lola Gurley, '18, Blanche Lancaster, '14, Emma Roberson, '15, Fannie Lee Speir, '17.

Mrs. Roderick Stamey, formerly Susie Morgan, '16, who is now living in Illinois, has a son, Roderick, Jr.

Ruth Spivey, '17, and Rosa Vanhook, '19, are teaching in Elizabeth City. Rosa recently spent a week-end here with her sister, who is attending the Training School.

Elizabeth Wagstaff, '19, and Dorothy Johnston, '19, are teaching near Louisburg.

Lois Hester, '19, is spending the winter at home.

Burwell Patterson, '18, is teaching first grade in South Rosemary. This is her second year there. Burwell attended summer school at Chapel Hill this past summer.

Viola Dixon, '13, is teaching in Shelby.

Sallie Best, '18, is teaching the second grade in the graded school at Thomasville.

Nannie Mae Brown, '17, is teaching in Edgecombe County at Nobles Mills.

Mrs. Sue Alston Pitt, '17, is teaching in the St. Louis school, at her home, in Edgecombe County.

Emma Cobb, '14, who has been supervisor in Edgecombe County, is now working in a bank in Tarboro.

Mildred McCotter, '20, and Roland Newton, '20, visited the school one Sunday afternoon recently. They report a fine start in Macclesfield.

Gelene Ijames, '16, is teaching the second grade in Mocksville High School, Mocksville. This is her second year there. She has not only made good in teaching, but in other things also. For since the death of her mother three years ago, she has been keeping house for her father, and being an ideal big sister to fourteen-year old brother.

Mary Whitehurst, '19, is teaching the second grade in Dunn.

Bettie Starr Howell, '19, is not teaching, but is at her home in Severn.

Annie Wilkerson, '19, was teacher of the second grade in New Bern last year. This year she is teaching the second grade in Belhaven.

Hallie Jones, '17, is now married to Mr. R. E. Blalock, of Goldsboro.

Ina McGlohon, '19, is teaching the third grade in High Point. This is her second year there.

Ethel Smith, '18, who is now Mrs. Jarvis C. Stokes, is teaching music in Stokes.

Cards are out announcing the marriage of Jennie Palmer Taylor, '17, to Mr. Edward F. Taylor. The marriage took place on the 20th of October, in Kinston.

Bertie Patterson, '19, is teaching at Polkton.

Bloomer Vaughn, '16, is teaching in the school at Whitakers.

Mrs. Will Rhodes, '14, formerly Lela Deans, is principal at the New Hope school, Wilson County.

Anna Belle Quinerly, '20, was bookkeeper for Dr. Pace, of Greenville. She has now gone to Roanoke Rapids to teach first grade.

Effie Baugham, '17, was recently married to Mr. E. V. Strickland.

An interesting letter received from Irma Fuqua, '20, says she is teach- in the fourth, fifth, sixth grades, and five subjects of the seventh grade, in the Sidney school near Mebane. She is very proud to think that she has induced the other two teachers to see the need of public school music. Now in the school they have a ten minutes period each day devoted to this subject. Teaching the parts of speech to pupils of the seventh grade has shown her some of the real value of her teacher training.

Pattie E. Nixon, '19, has written about her work. She and her sister Sara, '19, taught in the Dortches school, on the north side of Rocky Mount, in 1919-1920. They are both teaching there again this year. Their faculty has been increased from three to five teachers. Pattie is teaching second and third grades. She has an enrollment of 22 pupils. Pattie and Sara are both thoroughly enjoying their work.

The Alumnae editor has received a letter from Pattie Dowell telling about the Wake County branch of E. C. T. T. S. Alumnae. On September 17 Annie E. Smaw, '14, Louise Smaw, '16, Lela Carr Newman, '15, Janie Tyson, '20, Ruby Garris, '20, Alla May Jordan, '19, and Pattie Dowell, '11, met at Pattie's home and organized. Miss Mamie E. Jenkins was with them. They elected their officers as follows: Pattie Dowell, president; Lela Carr Newman, vice-president; Janie Tyson, secretary and treasurer.

During fair week they had a booth in Floral Hall. Although their proceeds were small, still they were not discouraged.

Pattie says: "We are trying to help people in Wake County realize that our Alma Mater is worthy of her consideration and patronage. I am trusting that the day will soon come when we shall be recognized."

Bessie Doub, '14, is working in Toledo Hospital, Toledo, Ohio.

Annie Hardy, '14, is teaching in the Wiley School in Raleigh.

Lela Carr Newman, '15, is in Raleigh keeping house for her invalid father.

Louise Smaw, '16, is teaching in Louisburg.

Mary Wooten, '19, is teaching at Rich Square.

Ellen Renfrow, '18, is keeping house for her father in West Raleigh.

Lula Wade, '19, is teaching in New Hill.

Blanche Alligood, '19, is teaching in Thompson School in Raleigh.

Ila Bullock, '11, is teaching in School No. 8, Jacksonville, Fla.

Pattie Dowell, '11, is teaching in Murphy School in Raleigh.

SCHOOL ACTIVITIES

Y. W. C. A.

The first Y. W. C. A. service each year is one of the special features of the opening of the Training School. On October 4, 1920, President Wright delivered the opening message. He made a strong, impressive talk that was especially appropriate to young women entering upon a year of training for leadership. He drew a comparison between the glory and prosperity of Solomon's age by telling the story of the subsequent fall of the king of Israel and analyzing the causes. He called attention to similar dangers today, if we are led away from high ideals by material prosperity. He asked the pertinent question, "Have we gone back in the last five years?"

He declared that he believes America is the chosen nation today as Israel was then, because our form of government throws the responsibility on all the citizenship; although this gives the greatest freedom, it makes the government problem an individual one as well. The hope of the nation and of the world is in enlightenment of all the people, the training in right ideals, so that they will have the right ideas of their relationship to other people, this nation, other nations, and the world. Other nations have paid a heavy price for wrong ideals. Payment will be exacted of us also if we follow any but true ideals.

This is a crucial time in the history of the world, a time of new things and new ideals, and the future depends upon the way the people adjust themselves to these things. There is danger of having the "flying attitude" toward life that has come in with the flying machine.

At the close the president impressed upon the young women the new responsibilities that have come upon them and the importance of their getting the best possible out of school and church.

The entire school attended the service. The three hundred young women made an impressive group. All seemed deeply interested in the work of the Young Women's Christian Association.

Mr. L. R. Meadows conducted the service on Sunday, October 10. His subject, "What Membership in the Y. W. C. A. Should Mean," was illustrated by three passages of scripture, each of which expresses unity, the chief cornerstone of Y. W. C. A. work.

Rev. F. H. Scattergood conducted the vesper services on Sunday, October 17. His text was: "Young men shall see visions and old men shall dream dreams."

A group of girls conducted the Y. W. C. A. services Sunday, October 24. The 91st Psalm was read by the president of the Y. W. C. A.

"Cheerfulness," the main topic, was clearly brought out in three readings: 1. "Cheerfulness on the Campus." 2. "Cheerfulness in the Schoolroom." 3. "Cheerfulness in the Dormitories and Dining Room."

The annual recognition service was held Sunday, October 31. The new members dressed in white and carrying lighted candles made an impressive group as the president of the Y. W. C. A. expressed her desire to have their hearty cooperation and good will this school year.

The old members with the cooperation of the new members expect to make the Y. W. C. A. a better organization this year.

Dr. J. B. Turner conducted the vesper services on November 7. From his text, "That our daughters may be as cornerstones polished after the similitude of a palace," he developed three ideas in which womanhood should be like a cornerstone: beauty, endurance, and support.

The Y. M. C. A. and Y. W. C. A. organizations all over the world observed as week of prayer November 14 to 21 for the uplift of the young people of the world.

The first service of the series held in the Training School was conducted by Miss Maria D. Graham. She impressed her hearers with the idea that "In unity there is strength." She stated that the cooperation of the entire student body was desired. The students joined in this week of prayer with earnestness.

Mrs. Steidley, a member of the B. F. McLendon evangelistic party, conducted a very uplifting series of Bible study classes during the month of November while the meeting was going on in Greenville. She made an excellent talk November 9 to the girls as an introduction.

November 12 she held an interesting discussion on the life of Jesus as recorded in the book of John. She gave references and questions for the girls to look up at each meeting. Work on the part of both Mrs. Steidley and students resulted in an earnest study of the Bible by the whole student body.

The students were allowed to attend the evangelistic services in the afternoons and on Sunday evening.

The first regular business meeting of the Y. W. C. A. was held November 6. Plans for Y. W. C. A. hut were discussed.

The meeting was then turned over to the program committee, who had a mock election. The ballot box was a large market basket. All kinds of women were there—white women, colored women, mothers with little children and one-time nurses who were too proud of the honor of voting to nurse and rejoiced in the fact that their one-time mistresses had to do the nursing. All these cast their votes into the ballot box.

Speakers for both Democrats and Republicans delivered convinc-

ing speeches for her nominee. The judge refused to give the decision but left it to the audience to decide which speaker won.

The annual Y. W. C. A. social to the new students was held October 2. The students were first led into the auditorium where they were welcomed to the school by the officers.

They were then divided into three groups according to the months in which they were born. The group on the first floor of the Administration Building joined in a short debate, followed by a short musical program. The feature of amusement of the group on the second floor was the game of rook. The third group enjoyed games like "Feathers," "What my aunt brought me from India," etc. The groups were changed from one floor to the other in order that all might enjoy the different amusements of the evening. Punch was served in the front hall, on the first floor.

LITERARY SOCIETIES

Officers for 1920-21

Lanier		Poe
Helen Watson	*President*	Julia Taylor
Julia Gatling	*Vice-President*	Allea Crowell
Gladys Monroe	*Secretary*	Gladys Davis
Maggie Dixon	*Treasurer*	Lillie Mae Shepherd
Leone Johnston	*Doorkeeper*	Inez Lee
Sallie Belle Noblin	*Critic*	Grace Jenkins

The societies of the Training School gave a delightful joint entertainment for the new girls on Saturday evening, October 9, 1920.

This was for the purpose of giving the glad hand of welcome to the new girls before they were connected with either one society or the other, thus encouraging good inter-society feeling.

The last year girls were the hostesses. Miss Helen Bahnson, chairman of the Inter-Society Committee, had charge of the social. The new girls were divided according to their birthdays, those of each month having a hostess in charge. These were divided into three groups, one going to the third floor, one to the second, and the other remaining on the first. On each floor were different forms of entertainment. On the third floor were the active games, on the second the quiet games, as rook, and fortune-telling, and on the first a musical program was rendered. Each group progressed so that before the evening was over each girl had been on every floor and had had a taste of each kind of amusement.

The initiation ceremony of the societies took place on the fourth Saturday evening in October. This event came later in the school year than usual because school opened later, and the students were not known well enough by the second Saturday in October to be divided into the two societies. Instead of initiation taking place on this night, a joint-social, for the purpose of learning the new girls better, was given by the societies and was enjoyed by all. Until the invitations were received on Friday, no new girl knew into which society it would be her lot to fall. If there were any girls who wished themselves in the other society before initiation, they all seemed to be satisfied afterwards, and each girl now knows that she is in the one she prefers.

SIDNEY LANIER

The Laniers held their meeting for initiation around a large campfire on the hill above Rock Spring. Committees of the old girls had gone ahead and prepared things while the new members, led by members of the faculty and old girls, gathered on the campus and in single file marched through the woods to the place of the ceremony. Crossing fences and a foot log was made a part of the ceremony. It was a very impressive sight to see by the campfire the new members gathered around the Sidney Lanier Banner as they were welcomed into the society by the president. While gathered around the fire, they sang songs, told stories, toasted weiners and marshmallows, and ate the picnic supper served them. Every one enjoyed a very pleasant and unusual evening.

EDGAR ALLAN POE

The Poes entertained their new members in the auditorium, which was very attractively decorated with the large red and white dahlias grown on the Poes' flower plots. That well-known and much loved story, "Lorna Doone," was shown to the society with the new moving picture machine which they had just purchased. A special musical program was given in which Miss Fannie Johnston sang a solo. Miss Blanche Cannon played during the picture.

The Poes are justly proud of the moving picture machine they have presented to the school.

Classes

The only class that has organized as THE QUARTERLY goes to press is the senior class.

The Senior Class organized on October 16, 1920. The following officers were elected:

Josie Dorsett ..... *President*
Helen Croom ..... *Vice-President*
Jennie Mae Dixon ..... *Secretary*
Wilma Burgess ..... *Treasurer*
Elfye Holloway ..... *Critic*
Mary Crinkley ..... *Doorkeeper*

The class seems very enthusiastic and interested in the work. There are eighty-seven members. Eight of these have come into the class of '21 this fall. Some of these have made their Junior credits during

summer terms; others have come from other normal schools. Some have entered the class knowing that they will not finish until August. This is the largest Senior Class ever registered in the Training School. There has never been a more enthusiastic group starting off the senior year. They have plans for a busy year and hope to fill many pages of the QUARTERLY with their deeds.

SCHOOL NEWS AND NOTES

Anniversary of Opening

The eleventh anniversary of the opening of the school was celebrated on October 5. Appropriate talks were made by President Wright and Hon. F. C. Harding, a member of the executive committee of the board of trustees; the one looking backward making the young women conscious of the beginnings of the school and the purpose for which it was established, the other looking forward arousing them to a realization of the responsibility resting upon them.

President Wright pictured the place as it was on the opening morning, October 5, 1909, when everything was new, the campus, buildings, faculty, and students. He asked them to think away the additions that have been made since then, the two wings to east dormitory, the wing to the administration building, the kitchen, the president's residence, and the Model School, and they could have some conception of the place. The board of trustees thought then that adequate room had been provided for all who would come for ten, perhaps twenty, years, but the struggle for room has gone on since the opening of the second year.

A definite purpose, he said, characterized the first group and the school has held rigidly to that purpose ever since. Those first students went out and made a name for themselves and the institution, and their success has become the success of the school. He announced that the enrollment this year is the largest in the history of the school, and would have been much larger if the room could have been provided for those who applied. Through the eleven years the school has been growing as fast as the money could come.

Mr. Harding was introduced by President Wright as a public spirited citizen of North Carolina, one who loves his town, his county, his State and his nation. Mr. Harding delivered a strong, stirring address, arousing the young women to a consciousness of the serious responsibilities that rest upon women now and henceforth and expecially upon teachers.

With the privilege of citizenship have come duties and responsibilities that outweigh, in his judgment, the privileges. "Whatever ticket you vote, it is your duty to know why you vote; you should know principles on which each candidate stands, have an honest opinion and vote accordingly."

He pictured the dangers that are threatening the world today. Never has there been as strong a spirit of lawlessness and never such a need

for a strong, broad-minded citizenship to save the civilization of the world. America stands out as the one civilized powerful country able to save the world.

Unless public integrity is restored a loosening of faith in the powers of government will rule the world and civilization will topple as it did in the fall of Rome. Individuals must be reached and made to think. He gave as the two classes whose influence he considered as most potent in shaping the individual the teachers and the preachers and with all reverence, he placed teachers first because of their close contact with the citizens in the making, the children. He thus placed the final responsibility on the teachers.

The new age calls for a new womanhood, he believes. He told the students that there will be no more "gardens of roses" for them to enter when they are graduated from here, the day of protected womanhood is past, and declared that he, as many others, had done what he could to shield and protect womanhood, and there are perhaps many women who do not wish for the new privileges and responsibilities but they are here and must be assumed.

A deep impression was made upon the young women by Mr. Harding's earnest appeal to their sense of duty. President Wright, at the close, promised a number of talks on citizenship during the year.

He said he could not let the day go by without calling attention to the great man whose portrait was facing the students, Governor Jarvis, a man who loved his people in North Carolina as few men have ever loved a people.

The celebration of the eleventh birthday of the school helped the new students to catch the spirit of the school and to get a vision of the life they are being prepared to meet. It was a most fitting manner of celebrating the occasion.

Celebration of Armistice Day

Armistice day was celebrated at the Training School by appropriate and extremely interesting exercises.

Capt. W. C. Rodman, of Battery B, 113th Artillery, from Washington, N. C., was the speaker of the occasion and gave a thrilling account of his experiences on Armistice Day and in the days immediately preceding and following. The meaning of this day, the significance of it, is clearer to those who heard Captain Rodman than it was before.

The two literary societies of the Training School planned the program for the occasion and invited as their guests the members of the

American Legion, the Boy Scouts and the High School, as well as the general public. Each of these attended in a body.

Prof. C. W. Wilson, in the absence of President Wright, presided over the exercises. Rev. F. H. Scattergood conducted the religious services, reading an appropriate Scripture lesson and leading in prayer.

The exercises began with the singing of "God of Our Fathers." The school chorus sang "The Question of the Flag." After the prayer all joined in singing "My Country 'Tis of Thee," then Professor Wilson turned the meeting over to Dr. Laughinghouse, who in a most gracious manner introduced Captain Rodman. He said that in his mind the 11th of November ranked with December 25, Good Friday, and Easter Sunday as days to be celebrated.

He further said that he knew of no class of people to whom the celebration of this day should mean more than to young women who are to become teachers. He introduced Captain Rodman as one who was in the thickest of the fight, who knew all the disappointments, the discomforts, and sacrifices, one who left home and gave all he had to help bring peace on earth, good will to men.

Then followed the splendid speech by Captain Rodman. He took his audience with him step by step through the Mihiel Drive, the Argonne Forest, and into the Metz Section, showing how his battery was in the thick of the fighting. He told of their equipment when they started out and what they were reduced to before they stopped fighting. He showed by way of contrast the difference everywhere after the armistice was signed. He said that he would like to have been in three places on that memorable day, either at the front, in Paris, or at home, to see how the people took the news. He was off on leave and was in Nice. He described the scenes in that city. He was in Paris on the following Sunday when they celebrated the return of their lost colonies, Alsace and Loraine.

He stopped in Paris on his way to Nice so had an excellent opportunity to see the contrast there.

We who are alive today will perhaps never live to see the full fruition of the victory won under the leadership of our country. He spoke with pride of the part America took in the war, modestly making no claim except that she did her part. He said that he was proudest of the fact that America was a unit then in the service of God and humanity—there was no North, South, East and West but all were one. On the day the armistice was signed Woodrow Wilson was the greatest man in the world to the people of France. He closed by expressing hope that the day would always be celebrated as it should.

The exercises closed with the singing of the "Star Spangled Banner."

Song Recital by Francesca Kaspar Lawson

The concert at the Training School given on the evening of November 15 by the soprano singer, Francesca Kaspar Lawson, was exceedingly enjoyable, both to musicians and to the general public, from the first of the classical airs to the final number, an aria from "Romeo and Juliette."

The singer has a voice of sweetness and flexibility, and she took her high notes well. She is a woman of charming personality and has a pleasing stage manner. Her description of the songs and her comments on the music and the composers aided the public in their appreciation of the songs.

Perhaps the favorite number of the program was "Song of India," which she sang with a richness and with a resonance that brought out the strange beauty of the Russian music. The Norwegian Echo Song, as was sung by Jenny Lind, was lovely and the singer managed the echoes wonderfully well, bringing out the lights and shades beautifully. The French song, "Twilight," by Massenet, was the favorite of some in the audience. "The Lark Now Leaves His Wat'ry Nest" was the most brilliant among the American songs. The negro melodies took well with the audience, and she was recalled time and again after singing these. She played her own accompaniments for these.

Miss Lois Gorrell, of the piano department of the Training School, played the accompaniments. The sympathetic playing as she followed the mood of each song and of the singers aided greatly in the interpretation.

The program was as follows:

1 Classical Airs:
- a The Lass with the Delicate Air ..... *Arne*
- b Rose Softly Blooming ..... *Spohr*
- c Norwegian Echo Song ..... *Thrane*

(As sung by Jenny Lind)

2 Russian and French Songs:
- a The Shepherd Lehl ..... *Rimsky-Korsakoff*
- b Song of India ..... *Rimsky-Korsakoff*
- c Twilight ..... *Massenet*
- d Les filles de Cadiz ..... *Delibes*

3 American Songs:
- a The Lark Now Leaves His Wat'ry Nest ..... *Parker*
- b Smilin' Through ..... *Penn*
- c A Maid Sings Light ..... *MacDowell*
- d Consecration ..... *Manney*
- e Little Bit O'Honey ..... *Bond*
- f Mammy's Song ..... *Ware*

4 Aria from Romeo et Juliette ..... *Gounod*

Registration days, September 29 and 30, were busy days in the office. The enrollment for the fall was 311.

The Training School, with the registration nearly 300, began class work on October 1. Every room that will be available through the year had been assigned and a large number refused admission.

There was the largest registration the school has ever had at the opening of the fall term, and the largest senior class. Eighty-one were on hand for the opening and six entered the class later.

President Wright at the first assembly hour told the students that if he followed the custom of many other schools, he would have big speeches by local celebrities who would solve the educational problems of the day, but he believed in doing things first and in giving them practical, helpful suggestions that would help them to get adjusted to the work, and the interesting speeches could come the next week. He then explained carefully certain sections of the catalogue.

A unit of the Teachers' Assembly was formed by the Training School. This entitled them to three delegates to the Asheville meeting. These were President Wright, Mr. Wilson, and Miss McFayden, with Mr. Austin and Miss Graham as alternates. The officers of the unit are as follows: President, R. H. Wright; vice-president, H. E. Austin; secretary-treasurer, Maria D. Graham.

The Poe Literary Society has presented to the school a moving picture outfit and the school has made arrangements for a moving picture show once a week for the next twelve months. The students are enjoying very greatly these movie shows. The pictures shown so far are these: Lorna Doone, Treasure Island, The Ring and the Book, and Which Shall it Be? Some comedy reels are occasionally with the heavier picture.

The carpenters have been busy at the Training School ever since last March. A new wing has been added to east dormitory, a number of changes made in the administration building, and a few in west dormitory.

The new wing is very attractive. This wing has the general appearance of the other wing but has more conveniences and is more up-to-date. There is running water in every room; there are shower baths in the lavatories. The floors in the building are concrete but are covered with a plank flooring.

A number of changes were made in the administration building. The basement was finished and made into a new postoffice, new stationery room, three classrooms, storage room, and a vault.

What was the library was divided into two parts: the secretary's office and the private office of the president. As you come in the door to the administration building, to your right is a small reception room. The library is now in what was the history-room, classroom number 4, which is on the northwest corner of the building. The entrance to the administration building was enlarged, greatly improving and making the hall very spacious.

In the west dormitory the rooms at the east end of the front hall have been remodeled and built into very attractive parlors. The parlors are shut off from the other part of the dormitory by doors.

"Moving day" was celebrated on November 12 and 13. The contractors promised President Wright to have the new wing ready by September 28th. President Wright had faith in this promise and word was sent to the girls to come. But the new wing was not finished. It was then promised to be completed in two weeks. The girls were allowed to stay here if they were willing to put up with camping three or four in a room. The rooms were crowded with beds, hardly room enough to move around; when the girls went to visit each other, they had to sit on the beds while being entertained because the rooms were too crowded to contain chairs. At the end of two weeks the building seemed no nearer completion so we were still kept in suspense. At the end of the seventh week the command was given to "move." The day before, November 12, the teachers moved from their quarters on the upper floor on the old front to the first floor of the new wing. They occupy the entire first floor of the new wing and have the same entrance as before. On November 13 the girls moved to the upstairs of the new wing and also occupy the rooms upstairs formerly occupied by the teachers. On that same day and on November 15 was camp cleaning day for those who did not have to move. The girls made the best of the situation and had a jolly time. There never has been a year at the Training School when the girls had a better chance to know each other than the opportunity afforded this year.

Miss Margaret Collins, a graduate of Georgia State Normal School at Athens, and of Stout Institute, Monomenie, Wis., is teacher of domestic science in place of Miss Carrie G. Scobey. Miss Scobey is at her home in Nashville, and is teaching at Peabody College for Teachers.

Miss Margaret Coble, a graduate of North Carolina College for Women and special student at George Peabody College for Teachers, is teaching the fifth grade at the Model School in place of Mrs. Virgie Aumiller. Miss Coble has been critic teacher at the Central Tennessee Normal of Murfreesboro. Mrs. Aumiller is at her home in Nashville.

Miss Fannie McClelland, formerly teacher in public schools of Memphis, Tenn., is teaching the sixth grade at the Model School in place of Miss Annie McCowan, who has a year's leave of absence for studying at Columbia University. Miss McClelland spent last year at George Peabody College for Teachers.

Miss Agnes Whiteside, formerly teacher in the Model School, after a year's leave of absence, has returned to take the place of Miss Annie Ray, as teacher of primary methods. Miss Ray has a year's leave of absence.

Miss Lula Bartholomew of Rochester, N. Y., comes straight from special study at Cornell University. She has been a very successful piano teacher, taking pupils in and around Rochester. Miss Bartholomew is taking the place of Miss Hanna H. Fahnestock who is studying in Philadelphia while on leave of absence.

Miss Lois Gorrell, formerly teacher at Chowan College, who taught here during the summer term, is continuing to teach here during the year in place of Miss Mary G. Bertolet, who has a year's leave, and is studying in New York City.

Mr. Junius Rose, by virtue of his position as superintendent of public schools of Greenville, becomes a member of the faculty in place of Mr. H. G. Swanson, who resigned to become dean in the department of education in the University of Missouri. Mr. Rose is a Trinity College graduate, and has studied at Columbia University.

Miss Bessie Harding is President Wright's private secretary in place of Miss Willa Ray, who resigned to stay at home in Raleigh. Miss Ray is stenographer in the department of education in Raleigh. Miss Harding assumed her duties at the beginning of the summer term.

Misses Bertolet and Fahnestock, piano teachers, are away on a leave of absence. Miss Bertolet is studying music in New York under Mr. Hagemann. Miss Fahnestock is studying music in Philadelphia under Mr. Ezerman.

Mrs. W. B. Carraway, who assisted Mrs. Jeter during the summer, will continue as her assistant in the dining room during the year.

Some of the members of the faculty report interesting vacations or work at other places during the summer. Miss Lewis spent some weeks studying at the School of Industrial Art, in Chicago.

Miss Wilson, after having taught in the summer school here, spent the month of August attending a school of horticulture at Ambler, near Philadelphia.

Miss Jenkins taught in the Carteret Summer School in Beaufort. By teaching she had her work and vacation combined, because during the evening and week-ends she had all the pleasures of the seashore without going after them. She was teaching North Carolina teachers so she felt that she simply had a little corner of the Training School at work in Beaufort.

Miss Muffly spent the entire summer at her cottage at La Porte, in the Pennsylvania mountains.

Miss Mead studied at Cornell University, paying special attention to normal school work in piano.

After the summer term Mr. Wilson had a few days' rest at Nag's Head.

Mr. and Mrs. Austin visited their old home in Massachusetts.

Pitt County now has twenty-one trucks carrying pupils to consolidated schools. Last year there were only four. The first one was bought in the fall of 1917. This is doing well, and at the same rate in another three years Pitt will be a consolidated county.

The Training School teachers are again assisting Superintendent Underwood with his teachers' meetings. Messrs. Wilson and Austin and Misses Maupin and Whiteside and McFadyen are teaching classes in the reading circle work.

Miss Southall, of Columbia, Tenn., is rural supervisor for Pitt County. She is entering upon her work with enthusiasm, and great things are expected from the year's work. She is a graduate of Peabody.

The school at Arthur is being used as a community center with all kinds of attractions for the people of the neighborhood. Moving picture shows, lectures, plays and other forms of entertainment are the attractions.

Student Self-Government Association

The Student Self Government Association of East Carolina Teachers' Training School has gone into effect, is working well, and will continue to work better and better as the students acquire practice by using it more and more. The rough places are being smoothed out. The spirit with which the students have entered into it is characteristic of the spirit of the school.

Officers for the Year 1920-1921

President ..... Helen Bahnson
Vice-President ..... Ethel Brothers
Secretary ..... Malissa Hicks
Treasurer ..... Pearl Harriss

Committees

Social Committee ..... Mary Sumner, *Chairman*
Point System Committee ..... Annie Laurie Baucom, *Chairman*
Campus Committee ..... Gladys Monroe, *Chairman*
Administration Building Committee ..... Nell Pappendick, *Chairman*
Nominating Committee ..... Elfye Holloway, *Chairman*

Class Representatives

Senior Class ..... Elfye Holloway
Junoir Class ..... Helen Boone
"B" Class ..... Maggie Dixon

Faculty Advisors

Miss Alice V. Wilson Miss Sallie Joyner Davis Miss Birdie McKinney

Ex-Officio Members of School Council

President ..... Robert H. Wright
Lady Principal ..... Mrs. Kate C. Beckwith

The constitution has been carefully written and in it are incorporated the ideals of the students as well as the regulations and machinery for operating a self-governing body. A handbook has been issued that contains the constitution, by-laws, regulations, and privileges. This has been placed in the hands of every student, so that there may be no misunderstanding. The students themselves asked for the organization and it has met with the whole-hearted support of the president, the lady-principal, and the faculty and officers. Every student in school voluntarily signed a pledge saying that she would abide by the rules and regulations of the association. The machinery has been worked out to the minutest detail and the various officers, presidents, and proctors are performing their duties faithfully and well.

The purpose of the organization is given in the constitution:

The purpose of this association shall be to develop self-control; to direct matters concerning the school life, not reserved to the jurisdiction of the faculty; to encourage right ideals and to promote a sense of personal responsibility in the students of the school; to keep in sympathetic touch and cooperation with the student government movement.

The duties of the officers are as follows:

Sec. 2. (a) The president shall be elected by a two-thirds majority. The other officers shall be elected by a simple majority vote. (b) These

officers shall be elected the first Monday in April to go on duty the first Monday in May. (c) Vacancies shall be filled within three days by special election.

Sec. 3. (a) The duties of the president shall be to call and preside over all meetings of the student self-government association; to summon before her at her discretion any member of the student self-government association; to grant dormitory permissions. (b) The duties of the vice-president shall be to act in the absence of the president. (c) The duties of the secretary shall be to record the proceedings of all meetings of the association and of the students' council, to post all official notices, to submit to the lady principal the lists of members, officers, committees and other bodies appointed by the association. (d) The duties of the treasurer shall be to keep a strict and permanent account of all receipts and expenditures, to collect fines, to present a report at the annual meetings of the association, and to perform other duties that may devolve upon her as treasurer of the association.

The specific work of each department is given as follows:

LEGISLATIVE DEPARTMENT

The legislative powers of this association shall be vested in the association as a whole.

EXECUTIVE DEPARTMENT

Section 1. The executive powers of this association shall be vested in the student council composed of the officers of the association, one representative of each of the classes except the "A" class, and the four house presidents.

Sec. 2. It shall be the duty of this council to enforce the rules of the association and to consider the business of that body. This council shall have the power to remove members serving on committees when deemed necessary.

Sec. 3. (a) No conditioned student is eligible for membership on the student council. (b) A council member who fails in one subject must resign immediately.

JUDICIAL DEPARTMENT

Section 1. The judicial powers of this association shall be vested in the student council. This council may call before it and reprimand any member or members of the association. This council has the power to withdraw privileges. This council may impose penalties with the approval of the advisory board.

Advisory Board

Section 1. There shall be an advisory board composed of the president of the schools, the lady principal, and three members of the faculty selected for a period of three years. The president of the school shall be the chairman.

Sec. 2. The advisory board with the student council shall constitute the school council.

Sec. 3. The school council shall hold at least one meeting each term.

The duties of the committees and of other committees are outlined:

1. The house president and vice-president and four proctors of each house constitute one house committee. There shall be four house committees

2. House president and vice-president shall be elected at the annual meeting in April. Proctors shall be elected three times a year at the beginning of each term by their respective houses.

3. The duties of the house committees shall be:

a. To uphold ideals of student government and to enforce its regulations.

b. The house committees shall, provided the case be of sufficient importance, report said case to the student council.

4. Duties of the house president shall be:

a. To preside over all meetings of her house and her house committee.

b. She may call before her at her discretion any member residing in her house.

c. She shall read and explain all rules and regulations at the first meeting of her house.

d. She may give permissions within the bounds of her house.

e. In granting permissions no dormitory regulation shall be violated.

5. The proctors as members of the house committee must do their part by keeping order in their sections.

a. She must inform members of her section of such matters as she is instructed by her house president.

b. Each proctor shall have the power to appoint sub-proctors in her section to assist her.

Sec. 5.—Committees.

1. Social.

The social committee shall have charge of all social functions of the association. There shall be an annual social every fall for the new students.

2. Point system committee.

It shall be the duty of this committee to keep a record of the honors and number of points held by each student during her school career.

3. Campus committee.

The campus committee shall be monitors for the appearance of the campus and the behavior of the students while on the campus.

4. Administration building.

It shall be the duty of the administration building committee to look after the conduct of students while in the administration building: on recitations, in the library, in the auditorium, at chapel and vespers, at the post office and especially in the dance hall.

5. Nominating committee.

The nominating committee shall nominate and post the names of at least three girls for each office of the association one week before the election of officers.

The regulations cover specifically and clearly, so that there is no chance of misunderstanding, such matters as meal hours, study hours, spending week-ends away from school, and gives a list of the privileges, such as attending moving pictures, shopping, receiving callers, etc.

The house presidents, vice-presidents, and the proctors for this term are as follows:

WEST WING OF WEST DORMITORY

House President.....Jennie Mae Dixon
Vice-President.....Inez Bradley
Proctors—(up-stairs).....Marjorie Waite and Sara Smith
Proctors—(down stairs).....Louise Buffaloe and Annie Smith

EAST WING OF WEST DORMITORY

House President.....Camilla Pittard
Vice-President.....
Proctors (up stairs).....Margaret Hayes and Grace Jenkins
Proctors (down stairs).....Eva Cooke and Trixie Jenkins

WEST WING OF EAST DORMITORY

House President.....Elizabeth Brown
Vice-President.....Agnes Smith
Proctors (up stairs).....Myrtle Redfearn and Grace Strassburger
Proctors (down stairs).....Effie Fuller and Ruth Poindexter

EAST WING OF EAST DORMITORY

House President.....Helen Croom
Vice-President.....Katye Harris
Proctors (up stairs).....Sarah Pearson and Virginia Rhea

Biennial Report of the President

The president of the school in his biennial report to the Board of Trustees, which is made at the close of the fiscal year preceding the meeting of the General Assembly of North Carolina, summarizes the work of the school for the two years, and forecasts the needs of the school for the next two years.

In the beginning of the report for this year, he has the following:

The school years 1918-1920 cover a period of readjustment following the World War, and in many respects they have been the most uncertain years in our history. The markets have been so unstable that it has been impossible to tell what to buy or when to buy. It has also been impossible to forecast what charges to make to students, and therefore we have been at a loss to know what to recommend to you in all matters that deal with money. But with all this uncertainty these have been years of unprecedented prosperity for our people. Such times as a rule do not stimulate young women to prepare for the profession of teaching. Yet we have been forced to refuse admission to a large number of applicants for the lack of room. Our enrollment has not materially increased during this biennial, simply because we could not take more students. The new dormitory that is now nearing completion will enable us to take sixty students more than heretofore. Three hundred and eleven have been enrolled this fall and our capacity is barely 300. Give us the accommodations and we will give the State teachers. The following is our enrollment by years since the school was opened:

After reviewing the enrollment in the school year by year, and the gifts from the beginning of the school, he comments on the educational outlook, and gives the place of this school in the State scheme of education.

The educational outlook. We are in the midst of an educational crisis in our State and in our nation. To use a quotation found on the front page of the National Citizens' Conference on Education held in Washington, D. C., last spring "The school situation is a national menace." In 1918-1919 we lost in the nation at least 140,000 teachers. They went into more lucrative positions, some at an increase of 100% and many at an increase of 50% in their annual incomes. In North Carolina we prepare annually in round numbers two hundred teachers for public schools, and we need two thousand. Our children are taught by untrained and inefficient teachers, and so long as this condition exists it is perfect folly to speak of giving equal educational opportunities to the children of our State.

The hope of our civilization, the stability of our government, and the

safety of our homes depend upon an educated citizenship. It is true, therefore, that the schools of America today present a situation that is a national menace and North Carolina is in the lower half of our State systems, so far as trained teachers and the amount spent per capita per pupil is concerned.

"A nation is as great as it is educated." "The richest and the most powerful nations are those with the best school systems and they have not established good school systems because they are rich and powerful, but they are rich and powerful because they have established good school systems. Wherever there is adequate provision for education, there are found successful governments, great industrial efficiency and large national wealth" (War Loan organization). Therefore the dollar spent by our State in education will count for more than any other dollar spent by our State.

The responsibility that rests upon this generation for the education of the children of today is greater than the responsibility that has ever rested upon any previous generation. The world will look back upon this testing period with approval or condemnation in the proportion with which we meet our obligations. If we do not save the present generation of children and save them through proper education the civilization of the world will be bound to go backward and we will be responsible. The trying time of the World War was not when the armies faced each other on the battle lines of France, but it is today when we are adjusting ourselves to the new order of things.

There are many encouraging signs in our State today. Last summer we had over 50% of our white public school teachers taking from six to eight weeks. The new salary schedule is a stimulus to our young women to take training for teaching. Now for the first time in our State's history it pays to prepare for the work.

Our Place in the State Scheme:—This school holds a rather unique place in the State's educational scheme. It is the only school in the State with the one purpose of training teachers for the public schools. We are bending our every energy to this one purpose. We are not attempting to train for work above the grades. In the State's scheme we are not meeting the requirements in the grades and can never meet these requirements until we put in a four years' course of study, for the highest primary certificate and the highest grammar grade certificate call for four years beyond the high school course. This school must be allowed to fulfill its mission.

He then makes a report of the building that has been done in the past two years and itemizes the needs of the school, telling in detail, exactly what permanent improvements are needed and exactly what

each building will cost. The recommendations of the board in its report to the General Assembly which is reported below, points out these needs for the buildings.

The report closes with the following statements:

"This will give us a school with a capacity for housing and teaching 550 students. I can get the students here before you can have the buildings erected. The need for trained teachers is so great that North Carolina cannot afford to refuse the request for enlarging this school. We cannot wait, because our children are growing up in ignorance while we debate the question of providing adequate teacher training facilities. WE MUST GO FORWARD!"

The meeting of the Board of Trustees on November 4 was one of the most important ever held by this body. The plans outlined by them and the recommendations that are to be made to be presented to the next General Assembly of North Carolina are far-reaching and will mark an epoch not only in the history of the school but in the history of education in North Carolina. They propose to offer, in addition to the two years' course now offered, a four year's course beyond the standard high school. This will enable the teacher to prepare herself in this school for the highest grade of certificate granted to the elementary teachers in North Carolina.

The special session of the legislature last summer adopted a scheme of certification of teachers, giving a minimum salary for each grade of certificate and for the granting of the certificates according to training. The highest grade requires four years beyond the standard high school. As the Training School is an integral part of the State system of education, and has for its specific purpose the training of teachers for the elementary schools of the State, it necessarily means that the work of this school be extended to meet the requirements.

The purpose of the school is in no way changed, but its work is merely extended and enlarged. The same opportunities as heretofore will be given, but those who want greater opportunities will not have to go elsewhere to get them. The faculty is busy working on the course of study and will have it ready to go into effect next year. At the special session of the legislature the charter was changed so that the school was given the right to grant degrees. This would within itself mean the addition to the course.

The enlargement of the scope of the work means an enlargement of the plan. The board mapped out the school and is asking the next General Assembly for $965,000 for this purpose.

Addition to the administration building class rooms, music rooms, toilet rooms, the stage and improving the domestic science department.

Teachers' apartment house and dormitory.

New library building.

Building and equipment for physical training and gymnasium.

Remodeling the power and heating plant and enlarging power house, rearranging and furnishing new electric equipment.

Six cottages for employees.

Improvements to the grounds, paving roads through the grounds that are used for heavy hauling.

Furniture for administration building and dormitory.

Fire protection.

Enlarging dining room and serving pantry, kitchen and bakery.

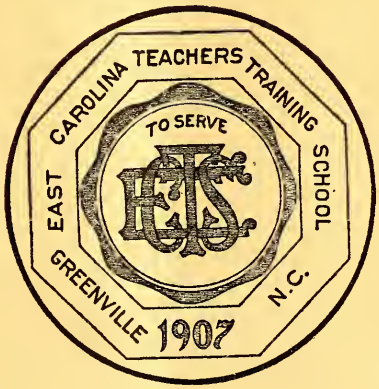
New dormitory for 220 students.

Dairy and land for same.

President Wright, at the Assembly hour, announced to the students the action of the board. The school received the news with enthusiasm. He explained that the State is working on a scheme for teacher training that will have as its aim giving every child in the State a chance to have a well-trained teacher. North Carolina, he said, spent more on the war than she had spent for her own maintenance for one hundred years and yet came out with a bigger bank balance than she had ever had. She spent $169,000,000 for war to help fight Germany, he believes that she should spend for construction as much as one-tenth of what she spent for destruction, and that would be about $17,000,000. The time has come to make a war in North Carolina against ignorance. The Board of Trustees has begun war. It may be that the people of the State and the members of the General Assembly have not yet caught the vision, therefore he urged the young women to go out as missionaries and preach the gospel of better teachers for children and better opportunities for teachers.

He paid a high tribute to the Board of Trustees, saying that no school had a better board; this board sees the best things for the children of the State and wants the best for this school. President Wright says that he is not one of those presidents who is opposed to building other schools; he believes in doing whatever will give a better chance to the children of the State. "We can help others and they can help us."

The Training School Quarterly



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From "A Platform of Service"

Society cannot insure to every child a good home, a devoted and intelligent mother, and a wise and provident father; but society can insure to every child a good school and a competent teacher. This is by all odds the most direct and effective channel through which the forces of social control can operate. To provide these advantages is by all odds the most serious of social obligations. Furthermore, by making such provisions now, the proportion of good homes and wise and provident parents will be vastly increased in succeeding generations. Investment at this point will not only return large dividends in the immediate future; the interest will be compounded at a rate unparalleled by any conceivable form of material investment.

In the efficiency of lawyers, physicians, and engineers the public, of course, has a vital interest; but its interest in the efficiency of its public-school teachers is even more fundamental, for here not only does inefficiency affect a wide circle of relatively helpless humanity, but it may remain undetected for months or for years. To the preliminary preparation of teachers the public must look for protection against this danger.

In the meantime, the public is making demands upon the schools for results that are in many cases unattainable simply because the problems involved have not been subjected to a rigorous scientific analysis. Teachers are criticized for their failure to work what, under the present conditions of our knowledge, would be nothing less than miracles. That the prestige of the profession suffers from this situation is again not the basic evil; that the money invested in schools fails to make the return that it might make is not the most serious consequence of this neglect. The basic evil lies once more in the injustice that the people's children suffer because the people themselves are unwilling to provide for the welfare of their offspring the type of scientific service that they provide for their crops, their cattle, and their hogs.

—*Journal of N. E. A.*

COUNTY SUMMER SCHOOLS IN NORTH CAROLINA

Hattie Parrott

County summer schools in North Carolina were conducted for the first time in 1919. This beginning was in the way of an experiment and the plan proved to be so beneficial to the individual teacher that it was considered a success. About one-half of the counties in the State tried the plan the first year it was introduced, enrolling over two thousand teachers for the four weeks courses. A large number of those enrolled held county second grade or no certificates. Credit on certificates was offered on the summer school work and the real purpose of the county summer school was realized in that the poorly prepared and inefficient teacher received four weeks training and was thereby raised to a higher level in the profession.

In the county summer schools of 1919 there was practically no grouping or classifying of teachers according to credits or experience. The same instruction was given to all. These facts were taken into consideration in planning for the county summer schools in 1920, and teachers of varying degrees of training and experience would be able to obtain instruction in the summer school that would meet their needs. Therefore, teachers were allowed to enter the county summer schools or the approved summer schools according to the credits they could present. Those having academic credit for the elementary teachers' certificate could enter the State or approved summer schools, and all other teachers holding certificates below the elementary teachers' certificate, as well as new teachers or applicants not having credit for the elementary certificate, would attend a county summer school to secure credit. However, holders of elementary certificates could attend a county summer school and secure attendance or renewal credit, but not credit for raising certificates to a higher grade or class.

By this plan it was much easier to classify the teachers attending the county summer schools and to plan the course of instruction to meet their specific needs, as there was not such a divergence in the

kind of certificate they held, or in the amount of training which they had received previous to entering the summer school.

The county summer schools were made possible through the provision of the six-months school act that appropriated $50,000 out of the State public school fund for teacher training. The State Board of Examiners was instructed to use this fund in improving teachers in service and providing better qualified teachers for the rural schools.

Many young people without high school advantages, who may be teaching for the first time, and who would otherwise ordinarily have entered the classroom without any special preparation, took advantage of this opportunity to improve themselves. Many were encouraged by the summer school experience to continue their studies in some high school or normal school throughout the year.

The demand for county summer schools increased in 1920. Eighty of the one hundred counties arranged to hold county summer schools from six to eight weeks, with from two to four instructors, teaching those who held certificates below the standard State certificates, as well as those holding no certificates and who did not have sufficient credit to secure a license to teach.

Since these schools were organized in so many counties, the attendance in the respective summer schools was small. This was a decided advantage in carrying out the plan of the summer school, as a large number of those in attendance profited by the plan of individual instruction.

The county summer school program for 1920 was conducted at a cost of $47,917, but it was without expense to the teachers. 2,609 teachers were enrolled; 1,070 had no certificates, and 860 held county second grade certificates; 679 held State certificates, either provisional, temporary, or elementary. In the matter of training, 415 out of the 2,609 were below high school, 222 claimed some college credit, while the remaining 1,972 had received some instruction in high school. Out of the total 2,609, 943 were teachers of no experience; 706 had had one year of experience, making a total of 1,649 with no experience or a very limited amount. These figures show how the teachers in the county summer schools could be better classified and how the instruction would function better.

Out of the 2,609, 2,013 attended not fewer than 25 days and entered not later than the third day and passed the work on not fewer than four courses. That is, 2,013 teachers in the county summer schools obtained a unit of summer school work toward raising their certificates to a higher class; 718 teachers holding second grade cer-

tificates obtained full summer school credit and will be entitled to the provisional B certificate upon recommendation of the county superintendent.

There was evidence of a fine spirit of coöperation on the part of the teachers. The summer school plan was looked upon as an opportunity to be taken advantage of and in no sense was it considered a requirement or burden imposed upon the teachers.

There was also evidence of a genuine sympathetic interest on the part of the directors and instructors, and to these facts is largely due the success of the work of the summer schools.

For the northeastern section of the State a three-day conference was held for the directors and instructors at the East Carolina Teachers Training School. This conference was held early in May, 1920, before the opening of any of the summer schools and proved to be of great service in that those who were accepting the responsibility of conducting the summer schools were familiarized with the plans and purposes of the county summer schools.

The reports from the superintendents of counties in which county summer schools were held have been very gratifying and encouraging. Great changes have been noted in the work of the teacher who attended the summer school, and the contrast with the efforts of the teacher who did not attend has been interesting and worth while.

For the year 1921 practically the same plan will be followed for the county summer school work. A conference for directors and instructors will be held in May or later. As the summer schools open the organization will be an improvement over last year's plan, in that greater provision will be made to meet the needs of the teachers with varying credits and experience in teaching. County superintendents are now considering a campaign to enlist every available resident teacher or prospective teacher in the summer school work. Wherever a county has a small number of teachers or prospective teachers, who do not hold State certificates, or who do not have credit for the same, consideration will be given to holding a joint summer school with adjacent counties. Indications are that the county summer school program for 1921 will prove to be even more of a success than that of the two preceding years.

The editor wished to get from the superintendents their opinion of the summer school viewed from the standpoint of the results they see. Some of them have given enthusiastic reports. Some who were somewhat skeptical last summer, but decided to be guided by those who had tried the county summer school the summer before and

had been pleased, were completely converted to the plan. The most gratifying result has been the reduction of the number of second grade certificates, and the great increase of those who raised their certificates from the provisional certificates to the elementary or passed from one grade of provisional certificates to a higher grade. There is, perhaps, not a superintendent who will say that the individual teachers who attended these county schools are not doing far better work than they did last year. In the case of those who are teaching for the first time, the work is a marked improvement over the work of the same grade of teacher usually beginning work in the schoolroom.

Superintendent Britton, of Hertford County, acknowledges that he at first felt that the plan was a somewhat doubtful substitute for the plan that had been followed before that; this was that several counties had combined and offered the courses together, but it made a large group. After seeing the work with the smaller group, he was impressed with the excellent effect of the individual instruction which his teachers received.

In some counties every student who had full credit passed the examinations raising their certificates to a higher standard.

Superintendent Proctor, of Craven County, wrote the letter given below, to the editor:

"The summer school held in Craven County last summer was, in my estimation, the best piece of work that has been done since I came to the county. At first the girls had difficulty in locating themselves, but this situation soon passed, for at the end of two weeks one could plainly see that they were filled with enthusiasm and had caught a vision of the big job of teaching.

"The spirit of the work in the summer school and the knowledge gained has been carried into the schools of the county. The teachers feel surer of themselves, they work, knowing something of the why and how of their jobs, and they *know* that they are getting results far superior to anything they were formerly able to accomplish.

"Craven County bore all the expenses of the teachers attending the school and we feel that the investment is paying the largest possible dividends in a higher grade of instruction.

"I am enthusiastic over the possibilities of the county summer school. I believe it is the State's big agency in enabling young, inexperienced teachers to find themselves, in developing in them a professional spirit, and in filling them with a determination not to let up in their work until they possess the highest grade State certificate."

Miss Ethel Kelley, supervisor in Northampton County, writes:

"The county summer school in Northampton last year was a great help to our teachers. The instructors made the work in each subject very practical. They gave the teachers helps and suggestions that could be used the first day and all through the term. The teachers made their own perception cards for the reading literature primer and they have used them every day in class work. They plan their work for days and weeks ahead. The suggestions brought out in group teachers' meetings are often those that were learned in this school; they are good ones, too. I have not seen teachers follow methods and devices so closely as those received at Rich Square County Summer School last June."

Value of the County Summer School to Beaufort County Teachers

Mrs. Virginia Kennedy, *Rural Supervisor.*

Just how to measure the many values of a county summer school, as shown by the results of two held in this county, is a matter well worth consideration.

In looking over my teaching force, and on my tours of inspection, one does not always have to be told which teachers have attended a county summer school and which have not. The evidence is there to speak for itself. Those teachers who have had this training only for one summer now have an idea of class arrangement, and can at least make out an intelligent report as well as being able to send into the office at the close of the school term a fairly accurate register. Not a teacher who has attended a county summer school has ever failed in this respect, while a number of others have.

Aside from being able to attend to the mechanical side of teaching, the next greatest impression made on me by the value of these schools is the manner in which the work as a whole is handled. Some idea is understood as to the combination of grades, thereby giving longer recitation periods. Not only can they combine grades, but I have in mind just now several teachers who do not hold a complete State certificate, and have attended two county summer schools held here in this county, who, as a result of these schools, are able, with my assistance, to correlate their subjects in such a manner that it has been indeed very gratifying. The mere fact of combining classes and giving time for longer class periods, as well as getting an insight into correlation of subject-matter, seems to me to be reason enough to insist that we shall continue to have these schools each year until there is no necessity for them longer.

Teachers love to attend these schools, and when I say love to attend, I say it in the most sincere terms. Hardly a time do I go to visit a teacher who has attended a county summer school that I am not asked the following questions, "When will our summer school open this summer? Are we to have eight weeks this year? I do hope so, as I am anxious to get to work and get new suggestions for next session." Such remarks as that are not at all infrequent.

To arouse enthusiasm in your teachers is one aim, but to keep this alive and be able to satisfy it in such a way that even a stranger may enter the room and see results is another question.

To value the merits of a county summer school in the sense of dollars and cents is out of the question. One cannot place a mercenary value on the rearing of a generation, and training of same. So, even though we are not able to see results as we would like to see them at the close of a summer school, do not become discouraged, but endeavor all the more to make the school next summer better if possible than previous ones. Encourage your teachers to attend; money spent on training young teachers is not lost, its values do not end at the close of the school term, as her influence is felt far and near, and is of priceless value.

READING IN THE INTERMEDIATE GRADES

BY A SIXTH GRADE TEACHER

Reading in the intermediate grades, if properly taught, is not an end in itself, but a means of acquiring knowledge and pleasure from books and an instrument for gaining information on any relation of life. It is a thought-getting process which leads to interpretation of subject matter with accuracy and with reasonable speed. Much time must be spent in the primary grades in learning how to read, but reading in the elementary grades should be a search for ideas and not mere word recognition. Drill on the mechanical phases, enunciation, articulation, and pronunciation is only a means to reading and should be carried on apart from the reading lesson.

There is an important relation between reading and the other school subjects. The progress and development of the pupil depends upon his ability to extract thought from the printed page. He cannot successfully study any school subject unless he can read understandingly. The other school subjects afford a basis for much practice in interpretation.

The pupils in these grades should receive persistent, well-directed, and intelligent practice in rapid, thought-acquiring, silent reading.

Ninety-seven per cent of the reading in actual life is silent. Most of the material in readers and other books is intended to convey information. Every child should become a rapid silent reader and thus save both time and energy. It has been proved by tests that there is a direct and positive relation between speed and accuracy when one reads with concentration and that, as a rule, slow readers are forgetful readers, also that rapid readers are more intelligent since they gain more intensive and more vivid impressions than slow readers.

All reading should be done with a purpose, each teacher varying the purpose to suit the needs and interests of the pupils. A story may be read under limited time for the purpose of reproduction, to gain desired or needed information, or to answer certain questions set forth by the teacher. A teacher who would make a real contribution to his pupils and to education in general, must train in pace in reading and in silent reading.

Oral reading has an important part in the intermediate grades, but the fact that correct and effective oral reading depends upon an understanding of the selection, is sufficient reason that silent reading should predominate. Nothing brings out good oral reading like the comprehension of it. Silent reading is a basis for oral reading. It guarantees better oral reading since good expression is prompted by comprehension.

It is necessary for the pupils to have a purpose in oral reading. They must have a desire to communicate something that the class desires to hear. The pupils should often be allowed to select their own material for a reading lesson or to select the part of the assigned selection that they like best, the most interesting part, the funniest part, or the best description, and to read it to the class in such a way that they will like it. They should be encouraged to bring newspaper articles, selections from magazines or from supplementary books, and other material selected on account of personal interest. Pupils should be encouraged to practice the part they want to read. The test of their reading will be the interest and attitude of the class.

The pupils' reading should be tested both by the teacher's individual method and by standard tests. The teacher may test for the amount of literature read, by the ability to read aloud accurately and intelligently new reading matter, and by the power to give understandingly a paragraph after a single reading.

Standardized tests motivate the work both for the pupil and the teacher. The scores furnish reliable information to the teacher concerning what the pupils are doing both in rate and comprehension.

The teacher should have the standards and scores represented graphically upon the board. If the class score is below standard, both teacher and pupils will be interested in bringing it up. The teacher must bear in mind, however, that some pupils will not attain the standard and if they are making progress they must not be discouraged. By a careful study of the scores and of the individual pupils the teacher may be able to diagnose the cause of unsatisfactory results. She must then make a careful study of her method and modify it to suit the needs of the pupils.

For a full discussion of methods of correcting defects in reading consult Monroe, "Measuring the Results of Teaching," published by Houghton Mifflin Company.

G. Stanley Hall gives as the prime object of reading in the elementary grades the development of a living appreciation of literature. This is the age at which children can be trained in the reading of good literature. The mechanical difficulties have been largely overcome and intelligence and capacity have reached a stage of development which makes it possible to read literature of good quality and a fair degree of difficulty. The indiscriminate use of the library is dangerous. It is the duty of the teacher to see that the children have access to the proper kinds of books. Good literature, properly presented, will stimulate the finer emotions and train the imagination. It will give the child the ability to discriminate between good literature and trash.

Great responsibility rests upon the teacher in selecting subject matter. It should be good literature, suited to the development of the child and should, from his point of view, be worth thinking about. Appropriate books wisely selected are forceful in discipline and in cultivating intellectual interests.

By the time the child has reached the age of twelve interest in history begins to dominate, biography, and pioneer life being preferred. History of pioneer and other heroic characters hold an important place in the child's interest. He loves stories of adventure, heroism, daring, and the wonder and excitement of travel and exploration. He will revel in Kingley's "Greek Heroes," Hawthorne's "Wonder Book," Ruskin's "King of the Golden River," "The Man Without a Country," and Lamb's "Adventures of Ulysses." Give him such poems as "The Wreck of the Hesperus," and "Tales of a Wayside Inn." The teacher should give much instruction in the effective use of the library and should direct the home reading. The regular reading period should often be used as a pleasure reading period.

THE PROBLEM OF COMPREHENSION IN THE INTERMEDIATE AND GRAMMAR GRADES

H. De F. Widger, Charleston, Illinois
(From *The School News and Practical Educator*)

In the January issue of this paper we discussed the problem of developing thoughtful reading habits in the primary grades. It is tremendously important that from the very beginning pupils should look upon reading as a thought-getting process and not as an exercise in mere word recognition and word calling.

A right start means everything to the runner of the one-hundred-yard dash; and a right start is equally significant to the young pupil in reading. But, as we pointed out last month, the ability to comprehend what is read is not an ability that is fairly well fixed early in school life, as is the rate of reading, but ability to comprehend develops gradually through the primary, intermediate, and grammar grades, and through the high school, college and university periods as well. Furthermore, comprehension can be cultivated by right training. Hence, like the poor, the *problem of comprehension is always with us;* and in this article we propose to consider it chiefly as a problem of the intermediate and grammar grades of the elementary school.

When we are dealing with children of the primary grades, we are dealing with pupils who have only to a slight degree the power of sustained thinking and of organizing. Furthermore, their judgments are very immature. By the end of the third grade, pupils should have the ability to comprehend the meaning of simple sentences with almost perfect accuracy. But they have little power in seeing *related meanings of sentences and paragraphs except* where those meanings are of the simplest kind.

The Aim of the Reading Lessons

To develop such power is one of the most important tasks of the reading instruction in the intermediate and grammar grades. As the pupils approach the high school, they not only find that lessons increase in length, but that the material is more difficult; and, what is vastly more significant, they are expected to rely upon themselves more and more in their lesson getting. In other words, learning through independent study becomes essential to further progress. For this reason the instruction in reading should be more than a per-

functory exercise in oral reading; it should be one of the most helpful and thought-provoking lessons in the whole round of studies. The reading lesson should teach the reader to discriminate between the important and the unimportant, the essential and the non-essential, and to organize in his mind the thoughts gained from the printed page into a coherent body of knowledge in which the relation of one thought to another is clear. This is by no means easy to accomplish.

TWO PRINCIPLES OF IMPORTANCE IN ASSIGNMENT

There are two principles which should guide the reading teacher in the assignment of the lesson if the aims just mentioned are to be accomplished. The first of these is this: *A pupil should approach each piece of reading matter with a definite purpose in mind.* There can be no development of the powers of comprehension from the lesson when pupils are asked to read without a specific problem to be solved, a definite question to be answered, a concrete task to be performed. One of the greatest wastes in the teaching of reading has occurred because this principle has been ignored. Too often, we fear, it has been true that teachers face the class without a carefully thought-out assignment for the next lesson, and with no definite plan for the recitation. More than once it has happened that teachers have made assignments of a very general kind in selections which they themselves have never read. The blind can not lead the blind. It is not sufficient to know the exact number of lines or pages which are to be read; the teacher must know exactly what she wishes to have the class get from their reading, and the class must also know. "Read the next four chapters of Black Beauty to find out all the things Black Beauty had to learn before she could become a good horse," is a definite assignment. "Read the next four chapters of Black Beauty to get the thought," is an indefinite assignment. In a definite assignment the attention of the pupils will be focused on specific matters. First, then, there must be a specific, definite, concrete purpose in attacking each reading lesson.

The second principle is this: *Assignments should be varied so that pupils may not be bored, and so that they may get practice in approaching a bit of reading matter in a variety of ways.* "There is more than one way to skin a cat." And there is more than one purpose for reading. Monotony of assignment and class room recitation is the bane of reading lessons. With what horror does the writer recall the assignment made in a country school he attended! "Read the next lesson and learn to spell the list of words given at the begin-

ning of the story," was the almost unvaried formula. It came as regularly as prunes and beans in the typical boarding house, and was greeted with about the same feeling.

A mere enumeration of the purposes which may be uppermost in mind in reading will prove suggestive. Of course, the particular purpose chosen must be adapted to the material to be read or variety may become ridiculous. In the 18th Year Book of the National Society for the Study of Education, Mr. W. C. Gray gives such a list of purposes, which I shall give without comment. One may read, he says:

1. In order to give a coherent account of what was read, *i. e.* for written or oral reproduction.

2. To determine the central thought or the most important ideas of a selection.

3. To select a series of closely related points and their supporting details.

4. To secure information which will aid in the solution of a problem or in answering of a question.

5. To gain a clear comprehension of the essential conditions of a problem.

6. To discover a new problem in regard to a topic.

7. To determine lines of argument which support the point of view of the author.

8. To determine the validity of statements.

A Directed Silent Reading Lesson

With these two principles in mind, let us describe some lessons which will illustrate what has just been said. The lesson we are to mention first would be most useful in the early intermediate grade period to cultivate the habit of reading each paragraph thoughtfully. We may call it a *directed silent reading lesson.*

The class is a geography class with copies of a text book in their hands. The teacher says, "We are going to have a study lesson today. Open your books at page 27. When you find the place, insert your finger and close the book over it." Here she pauses as the pupils hunt the place. When this has been done, the teacher says, "We are going to learn today about bananas; about where they are grown, the kind of conditions required for their growth, their cultivation, their harvest, and their marketing. The first paragraph tells us where bananas are grown. Read the paragraph to see who will be the first to

find out. When you finish reading the paragraph, close the book over your finger." With a definite purpose in mind, the pupils turn eagerly to their books, while the teacher looks on to see who finishes first. Soon comes the direction, "You may tell the class what you found out, Harry." Harry stands and tells what he discovered (topical recitation) from the paragraph. "Did he give all the important facts, Marie? If not, you may add what you think important." If incorrect statements are made the class is urged to correct them promptly at the close of the pupil's recitation. Each pupil is made to feel that in his recitation he is to give the truth, the whole truth, and nothing but the truth.

As the recitation is being made the teacher writes on the blackboard:

1. Where bananas are grown.

The next paragraph is approached in the same way. "The second paragraph tells us under what conditions bananas are grown. Find out quickly." Thus she elicits the information that there are two essential conditions—soil and climate. And so the whole lesson is studied under the direction of the teacher. When it has been completed, a simple outline of the lesson is on the blackboard.

1. Where bananas are grown.
2. Conditions under which bananas are grown.
   a. Soil.
   b. Climate.
3. How bananas are cultivated and cared for.
4. How bananas are harvested.
5. How bananas are marketed.

Such a lesson should logically be followed up by an assignment which will require a more or less independent reading of similar material. At first the teacher may furnish the outline, but after a few such lessons the pupils should make their own, which means that they must find out the central idea of each paragraph and the details that support it.

With regard to such a directed silent reading lesson these features should be noted:

1. The material was denotative material taken from a text-book in one of the content subjects. It was easy sight material presenting few technical difficulties.

2. It was a silent reading lesson followed by an oral reproduction of the thought of each paragraph.

3. The pupils faced each paragraph with a definite problem in mind, the teacher having furnished the topic for which they were to find supporting facts.

4. The lesson terminated in the making of a simple outline which served as a skeleton for review and as a means of showing the relation of the thoughts to each other.

The value of occasional exercises of this type, especially to the younger groups, must be evident.

A SILENT READING PROJECT LESSON

In the Elementary School Journal some two years ago, Mr. Gray described a silent reading lesson which was given in the intermediate grades of a St. Louis school. As it aptly fits our purpose, we are going to briefly sketch it here. You will notice that it differs from the directed silent reading lesson quite materially and is a type of lesson more suitable for older pupils.

A teacher conducted a series of information lessons on Holland, at the same time collecting from the school and public library all the books and magazines which had chapters or articles relevant to the general subject. The members of the class were given two reading periods in which they were to read as much as they could and take down notes on the interesting facts which they discovered. At the end of this period, the teacher and class, through informal discussion of the reading, made a list of the most important topics relating to Holland about which the class thought they wished to know more. Each pupil then chose one topic as his specific problem or project and made it the basis of further study, reading rapidly, but carefully, all the references he could that bore on his specific problem. Pictures were secured, and illustrative material and facts were arranged in good order. After two days of intensive study, each member of the class reported to his mates the result of his individual study. When he considered it necessary, references were read or pictures exhibited to support his own judgment.

It can readily be seen that such procedure is quite unlike the time-honored reading lesson with which we are so familiar. Out of the many features which it possessed, four may be briefly pointed out. (1) *Extensive reading* was first done for the definite purpose of finding out a list of interesting problems. (2) After a definite topic had been selected for individual investigation *intensive reading* was done for the purpose of securing information. This meant that the pupil had to exercise his judgment in selecting material that was es-

sential or important and in rejecting what was non-essential or unimportant. (3) Each pupil had to organize what he had discovered through reading into a coherent body so that he might make an intelligent presentation of his findings to the class. (4) There was the reproduction, or perhaps we should say presentation, following the scheme or organization determined upon. This is vastly different from the reproduction required in the directed silent reading lesson. To the writer's mind, such a lesson vitalizes silent reading by furnishing proper moves and directs the children toward the type of reading that must be done in independent study.

A Lesson to Develop Critical Examination of Facts

With one more illustration we shall conclude. And here again we shall borrow from an article in a recent number of the Elementary School Journal by C. R. Stone. The lesson was a reading lesson for a fourth grade class and was intended to train the pupils to examine facts critically. The material used was the story of "The Prodigal Son" from the New Testament. This you will note is connotative material rather than denotative as was used in the two type lessons described above. Procedure was about as follows:

1. The story was first read through rather quickly to get a perspective of the whole story; and then it was re-read considering the following questions:
   a. Which of the two sons do you like the better? List the points in favor of the older son; in favor of the younger son. List the points against the older son; against the younger son.
   b. The story was told by Jesus to illustrate a father's love for his son. Select three sentences which show the father's love and indicate your selection by page and line.
2. After the re-reading had been done the lists were put on the blackboard and discussed, each pupil being allowed to make his own choice between the sons after the discussion.

Enough examples have been given to show the numerous possibilities of making each exercise in reading an exercise in thought-getting. There is a variety of ways of approaching the printed page. The particular way chosen will depend upon (1) the nature of the material to be read and, (2) upon the purpose of the reader. Learning to adapt the method to the material will anticipate and prevent the stupidity sometimes exhibited in trying to gather grapes from thistles. As to the second factor, we can only reiterate that the reader must have some definite purpose in mind.

It may seem strange to some that in the most of this article the attention has been centered upon the denotative material rather than upon literature, which is usually considered the appropriate material for the exercise in reading. We have purposely refrained from talking about the reading-literature lesson, first, because that particular type of reading is more frequently discussed and, secondly, because we wished to emphasize the point of view that the problem of comprehension in reading is the problem of most content subjects. The teacher in mathematics often finds his pupils weak in problem solving because they have not learned to read intelligently the statement of the problem. They are not trained to find out what is given and what is wanted. It is not beneath the dignity of such a teacher to give the needed instruction in reading. Almost every study calls for reading, and as such presents opportunities for instruction in how to read certain types of material. Only when this is fully realized will the problem of reading be solved.

RELATION OF READING AND COMPOSITION

In general, there should be the most helpful relation between the reading and the composition lessons. Both are language processes. In getting thought from the printed page, the pupil discovers the idea of the topic sentence or central idea as the organizing principle of the paragraph. Every well-written paragraph will have such a sentence within it or can be reduced to such a sentence. The writing of paragraphs developing a topic sentence should help the pupil to learn how to read for thought. Again, in reading, the pupil is constantly looking to discover the plan which must have guided the writer in the presentation of his ideas. The evidence of such a plan helps tremendously in comprehending the author's meaning. This should suggest the desirability of organization or plan in the oral or written work of the pupil. There is no more valuable exercise in the composition class than outline when we begin to measure it in its helpfulness in reading. In reading, the plan or outline is the termination of the work; in composition, it is the beginning. Besides in a series of related paragraphs, the pupils should be trained to look for relation words, phrases, sentences, or paragraphs, which show the exact relation sustained between the various parts. Is the relation one of cause and effect? Is one paragraph a logical deduction from facts presented in the preceding? Is the relation one of comparison or contrast? Then look for evidences of this in such words as *"because," "therefore," "on the other hand," "in like manner."* Coher-

ence we call it in composition. In these and in many other ways the work in reading and writing go hand in hand. They are each phases of one big problem—the communication of thought.

THE CHARACTERISTICS OF THE COMPREHENDING READER

All that has been said about teaching pupils to read with comprehension has been said with the ideal reader in mind as the goal to be reached. To enumerate the characteristics of this ideal reader may be worth while. The best enumeration that we know is that given by Prof. R. L. Lyman in a recent article in *The School Review.* These Mr. Lyman has called the "characteristics of the good silent reader."

1. He reads with definite purpose, a problem in mind.
2. He grasps the author's point of view and central theme.
3. He lays hold of the order and arrangement of the author's ideas.
4. He pauses occasionally for summarizing and repeating what he has read.
5. He constantly asks questions of his reading.
6. He continually supplements what he reads from his own mental stock.
7. He evaluates the worth of what he reads.
8. He raises the rate of his progress through the material to suit his purpose and the material.
9. He ties up what he reads with problems of his own.

THE NECESSITY FOR A FAVORABLE LANGUAGE ENVIRONMENT AND SOME POSSIBILITIES OF CREATING IT

MARGARET COBLE

Man has reached that stage in his education where he is able to show that favorable environment for any species is necessary, if its innate possibilities are to be adequately realized.

One need but turn to nature to see that she, in her wonderful wisdom, has so placed her children that they are found in their most favorable environment if they are in their natural surroundings. This is universally true, but just one illustration is taken to show how environment does affect nature's children.

A tree is chosen as a typical example because one can so easily see the effect of outside influences. For a tree to be healthy and vigor-

ous, it must be placed in conditions that are favorable for promoting such growth. Warmth, moisture, and food are all nature's helpers in seeing that the needs of the tree are satisfied; but there is another friend that will be a great aid to these if allowed to give assistance, and that is care. Nature is able to do so much more for the tree if all contribute their part toward the welfare of the tree.

There are always some hindrances, however, to the growth of the tree, regardless of how faithful the helpers are. Storms and accidents are sure to visit every tree; if it is protected very little damage can be done, but should it be torn and twisted by such, it may survive but the marks of disaster will be with it always. Accidents may be covered entirely by new bark in time, but the grain will show the effects when the tree is being prepared for service.

The Bible has made many comparisons of man to a tree, and man has seen striking similarities too; so what has been said about the environment of the tree may be applied to the life of the child. Some one has said something like this:

"No man is so strong but that outside influences reflect powerfully upon his inner thoughts."

If this be true then the "outside influences" of the child's language life are vitally important and should receive careful thought from those who are responsible for his growth in language ability. "Language instruction should never lead to discouragement or contempt for work, but should dignify labor and increase the ability to do it well." Formal language, with which the child is too often familiar, has been mechanical artificial sentences built for the sole purpose of tearing them down to serve as a grammatical exercise. Some child said of one such sentence, "It is quite different from a real sentence that I find in my reading."

So the child is found asking for freedom and naturalness in his language work. The first condition to meet this demand should be a direct and immediate appeal from the teacher to the pupil. "Her words should be neither technical nor oratorical, but should have in them a deep undercurrent that penetrates the heart and rivets the attention."

To most effectively do this the teacher must have clear ideas as to what the real aims of language teaching are. McMurry says: "The aim is to make every child master of good English for common uses. To emphasize the *need* of an enriched vocabulary and to create the *desire* to satisfy that need."

Mahoney says the aim of English for the elementary school is:

1. "To graduate pupils able to talk for a few minutes in an interesting way, using clean-cut sentences and good enunciation.

2. "To graduate pupils able to write an interesting paragraph of clean-cut sentences, unmarked by misspelled words and by common grammatical errors."

Granting that these men embody the aims, it must be understood that language involves a double process—cultivating and guiding. To promote the development of the child he must be surrounded with conditions most encouraging to his natural growth, then by tactful guiding the teacher is able to train his growth rightly. Dr. J. M. Tyler says, "The teacher should enter into a kind of partnership with nature for the good of the child." The most effective help the teacher hopes to give the child is to create right conditions for growth and then lead him to develop himself by participating in the opportunities afforded the class. The best lessons she can give are those in which every child takes part and works freely and happily, individually yet coöperatively, for the good of the whole class.

Here she is able to place emphasis on the cultivation of oral expression, and this is possible and profitable if she discovers the worthwhile thoughts of the child and gives him a chance to express them, and then trains him to express them well. She must realize that there is no time for empty language lessons in our crowded curriculum, but that the language lesson is the best place to discover what the child has gained in thought and experience outside the schoolroom. She should be able to choose material which can be made to seem real and at the same time have a genuine appeal to the child.

McMurry says: "There is no other subject which so thoroughly permeates all studies and identifies itself with them as language. Thought and language are twin products and we must deal with both in order to deal effectively with either."

The basis of all good written work is laid in good oral work, so the path to effective written expression lies through the spoken word. If the teacher uses the possibilities shown she will be able to train the child to write as well as to speak, if he feels the purpose is worth while. She must give attention to the training of both tongue and fingers to use the right forms of speech. Exercises and drills to develop and fix right language habits should grow out of the needs of the child as they are shown in his speech and writing.

The child has an important place in this language development, too. He must feel the *need* and have the *desire* to satisfy that felt need. He must be conscious of the fact that his language is his means of

communicating his thoughts to others. Some one has said that he must be conscious that he is saying "something for somebody or to somebody." "In this way he learns that clearness+accuracy+vivacity=effectiveness."

"Speech is a matter of social environment and the difficulties of the teacher of English in the public school should be measured by the intelligence or by the illiteracy of the surrounding community." There is an old saying that "the parent sends his son to the master, but the school educates him," which shows that community environment plays an important part in establishing standards for the community. Here again the teacher finds a source for material; for she should look directly to the life about her and find the needs of the school and how they should be treated. There must be an atmosphere created for the desire for correct expression in every community if the school life is really to prosper. The teacher is often the center from which such an atmosphere radiates to the entire community.

The thought that the school is using speech for real service is its guiding principle and its central aim in teaching the subject. If such an idea can thoroughly permeate the school work, then language will no longer be a distasteful subject, but will be welcomed as the most effective tool with which any school problem may be attacked. Then the natural activities of the child will be utilized in training him for the work of life as well as making life real for him at the present. Each child should, by some means, be made to feel the significance of this quotation: "The more effective a person is in the use of language, other things being equal, the more effectively he can take his part in life."

A suggestive list which carries out the principles set forth in the above discussion is added with the hope that some may prove helpful to a teacher who is trying to create such a "language environment."

Pictures, poems, and stories are all found in the language work and afford abundant opportunity for thoughtful practice in the art of speech. "The Legend of Cotton," a story suitable for fifth and sixth grades, presents many possibilities for such work. In the first place the art of telling this story in an interesting way will appeal to the child. Then a more intensive study of the story may profitably follow. Here the character of the fairy is studied and then the opportunity for a real lesson on adjectives presents itself. Choice of fitting words help to enlarge the vocabulary as well as to learn what these words really are in a natural way.

But the most inviting field for creating this environment is that in which the child has his pleasures, his duties, and, most of all, in the

nature all around him. A fifth or sixth grade child should "find himself" as he studies different phases of nature. Correct choice of words will be grasped as he wants to tell how water sounds as, *murmur, dash, bubble, gurgle, splash;* how it is seen as, *sparkle, foam, ripple.*

Some of the best language work is often done when the "field trips" are followed up by reports of "Just what I saw or heard." Each child desires to make his hearers see or hear just what he did.

The secret of this success lies in the ability to know how to use the ordinary things of the child's life in such a way that there will be aroused within him the desire to tell to others what he knows in a correct and interesting manner.

SUNDAY SCHOOL PEDAGOGY

WILMA BURGESS, '21

A non-denominational class in Sunday school pedagogy, the second in the history of the school, was organized last fall. The class is a large one, composed of fifty members. Diplomas were awarded to twenty students at the end of the first class in the school year 1918-1919. It is evident, from the interest shown in the class by its large membership, that the students of this institution realize that the Sunday school movement has, in these last few years, become vital to American Christianity and the training of teachers is a necessity. Altogether too much depends upon the Sunday school to permit its chief workers to be lacking in an intelligent conception of their work. The teacher-training movement has been one of the most significant signs of Sunday school progress. The time is rapidly approaching when an untrained teacher in the Sunday school will be as lonely as an untrained teacher in the public school. Why should it not be so?

The text-book used as a guide to the study approaches the subject from three viewpoints and all of the work is not technical pedagogy. Recognizing that the success of the teaching process is modified by the physical conditions and equipment, as well as by the technical preparation of the teacher, the course is divided into three general heads:

The Sunday School.
The Pupil.
The Bible.

Class in Sunday School Pedagogy

There are two sections under The Sunday School: first, management; and second, teaching.

The management must function in standardizing the Sunday school. The standard involves grading and organizing, the use of the Bible and denominational literature, the relation of the school to the church, trained teachers, and the membership of the school.

Grading involves the subjects of graded pupils, graded lessons, especially prepared teachers, and buildings with adequate classroom facilities. The school shall be graded according to ages as follows: Cradle roll, birth to 3; beginners, 4-5; primaries, 6-8; juniors, 9-12; intermediates, 13-16; seniors, 17-20; and adults, 21 up. The pupils are graded according to ages instead of by their class standing in the day school, on the presumption that their knowledge of the Bible and things spiritual depends more upon age and development of instincts than upon their day school progress. Boys and girls are classed together until the age of nine and from then on they are placed in separate classes. The adult class may have their own organization, but must be vital and integral parts of the school.

Graded lessons deal with the essential Bible themes so developed for the various grades as to fit naturally into the life of the developing child, and the lessons of one grade lead naturally to those of the next.

The teachers should specialize on one grade of work and teach the same grade year after year while the pupils are advanced to the next higher grade.

The building should have a general assembly room and be arranged so as to give each class a separate room. If this is impossible, movable partitions or curtains may be used as a substitute. Each classroom should have a table and chairs to fit the age of the children, and maps, blackboard, pictures, and such other equipment as is necessary to the most effective work. In the construction of the church buildings entirely too little consideration is given to the proper Sunday school equipment.

The officers of the Sunday school should be a general superintendent, a secretary and such departmental superintendents as the size of the school demands for the most efficient work.

Teachers' meetings, workers' councils, and teacher-training classes are essential to the best work of any Sunday school and should be maintained with persistent regularity.

The study of teaching in the Sunday school includes what the teacher should be, how he should prepare for the next Sunday's lesson, how we learn, and the teaching process.

The teacher should be well physically, to do the best work. In the mental preparation a knowledge of the Bible, of the pupil and of the teaching process should be included. Spiritually his life should be wholly surrendered to the will of God, since this is the essential for the presence and power of the Holy Spirit.

In preparation for the lesson, material should be gathered from any available helps, but the study of the Bible itself is the most important thing. After the material has been gathered the teacher is not ready to go before the class until the lesson has been planned. A lesson that has been well planned may be more quickly and easily covered.

In the learning process the mind receives impressions from the outer world through five avenues called senses. The physical side of it is about as follows: A word is spoken; the wave of the air strikes the drum of the ear; the nerve connecting the ear drum with the brain receives the shock; there is brain agitation; the mind opens its eye to take a look at what has occurred; if the mind has learned previously the meaning of the word, a picture is painted on the mind. This is a statement of how knowledge comes in through only one of the five senses. The general principle applies to all of them.

But a religious truth cannot be acted upon by any one of the five senses, hence the truth must be translated into something on which one of the five senses can act. This something is called a symbol. "A word is a symbol, and a thought must be translated into words before the thought is available for use by the pupil; pictures and objects may also be symbols."

Seven laws, as stated by the author, are:

"The teacher must know that which he would teach.

"The learner must attend with attention to the fact or truth to be learned.

"The language used in teaching must be common to teacher and learner.

"The truth to be taught must be taught through truth already known.

"Excite and direct the self-activities of the learner, and tell him nothing that he can learn himself.

"The learner must reproduce in his own mind the truth to be acquired.

"The completion, test, and confirmation of teaching must be made by reviews."

The first thing in the teaching process is to secure the attention of the class. It is important that the attention be held and that good questions be asked. Many ideas require illustration to be seen

clearly by the learner's mind. Illustrations may be found anywhere, everywhere. The story is the best means of illustration. The lesson should be presented by the pre-view, presentation of the lesson itself, and the review. The pre-view provides for a look ahead into the general subject of study. The best way of presenting the lesson is to go through it three times, bringing out the facts first, the explanation next, and the teachings last of all. The review should be a look at the whole subject just studied.

In the second division, which is the study of the pupil, the pupil is considered from the four standpoints of his nature—physical, mental, social, and spiritual. The pupils of the beginners and primary departments, from three to nine years old, physically are restless, their chief characteristic is to "do." Restlessness is bodily energy expended aimlessly. It should be the aim of the teacher to direct this energy. Considered mentally the pupils of this age are inattentive because they tire quickly and have not developed the power of attention. As this is also the stage of great curiosity, the attention of the children may be secured and held by appealing to their curiosity. Considered socially, the beginner and the primary child play more or less alone and are rather self-centered. In the Sunday school the teacher should plan to give them individual attention and personal teaching. Spiritually these pupils are very impressionable, which is due, in part, to the vivid imagination of children. To make and deepen these impressions and to direct them towards Christ is the chief work of the teacher of these departments.

The juniors, from nine to twelve years of age, physically are energetic and growing independent. Their energy should be well directed and their independence should be respected. Mentally the juniors render voluntary attention. Their key-word is "Get," for the collective instinct is strong at this time. They get other things, therefore they can "get" the Bible. Verbal memory is at its highest, so what is learned sticks. Pupils of this age are very inquisitive, and what they know leads them to seek further information. The teacher should always have this in mind when preparing the lesson. At this time the social nature is developing and they play in "gangs." The boys should be separated from the girls and both should be classed on an age basis. The junior pupil is in the period of great evangelistic opportunity. Ability comes then as never before to realize sin and seek the Savior.

The pupils of the intermediate department, from thirteen to sixteen years of age, are physically listless and lazy. This is true because it is the adolescent period, the period of growing up. The pupil

is also self-sufficient, thinking he knows everything worth while. The key word at this age is "Be." Mentally the intermediate pupil has voluntary attention much strengthened. The junior inquires but the adolescent investigates. At this time imaginative literature is a delight, especially that of hero worship. The pupils at this age are self-conscious and ill-at-ease, and need a wise friend to steady them in this stormy time. Spiritually this is the period of religious crisis. If the pupil is not won to Christ at this time he is lost to the Sunday school.

The senior pupils, from seventeen to twenty years, have greatly increased energy. They are capable of feats of strength, both of mind and body. This is the period of self-reliance, in contrast to the self-sufficiency of the intermediate pupil, and the key word is "Know." Considered mentally the senior pupil has attention to the point of application, can do independent thinking, has memory based on similarity or contrast, and has imagination productive of ideals. Socially young people are self-sacrificing and love much. Spiritually, for the lost, conversion is more difficult because of "hardness of heart." For the Christian members of the class, this is the time of choice of service.

The key word of the members of the adult department is "Serve." Adults have endurance, because the body is developed and under the control of the will; and are aggressive, they see an opportunity and grasp it. The adult mentally has attention to the point of concentration, the power of original research, imagination that is creative and philosophical memory, the highest stage of memory, which is the result of education and possible only to the trained adult mind. Socially adults can do effective service, service in the sense of achievement. Spiritually, conversion is more difficult at this period than during the senior period, but still possible. For the Christian adult, service should be the chief work in life.

The third division is a study of the Bible, which is the teachers' text-book. The Bible is studied under four heads: an introduction, the Old Testament, the New Testament, and the teachings of the Bible. In the introduction the great distinctive periods of Bible history, and the divisions and names of the books are studied. In both the Old and the New Testaments there are five divisions of the books. The Old Testament is made up of the Pentateuch, historical, poetical, major prophets, and minor prophets. The New Testament is divided into the biographical, historical, Paul's letters, general epistles, and prophetical.

The Old Testament is studied under ten divisions or periods. The first of these is from the Creation to Abraham, which extends down to 2,000 years B. C. and is recorded in the first eleven chapters of Genesis, and treats very briefly of the progress of the human race. Only a few great events in this part of man's history are recorded and practically all of these stand out prominently as marks of man's disobedience to God and God's punishment for his disobedience. In the second period, from Abraham to Moses, from 2,000 to 1,500 years B. C., attention is called away from the history of the race and fixed upon Abraham and his descendants. Here, as in all history, a few men stand out as leaders and the destinies of the world are traceable directly to the influences set agoing by them under the guiding hand of God. God's hand is more discernible and obedience is more conspicuous than disobedience and blessings more prominent than punishments. The period of bondage is the third. The descendants of Abraham are first in Egypt and then are wandering in the wilderness. The study again centers in leaders, as Moses and Joshua. The fourth period gives the record of the conquest of Canaan. Notwithstanding the promises of God to Abraham and his seed Israel must fight and conquer the inhabitants of the land before she can realize the promise of possession. Joshua divides the land among the twelve tribes and directs them to push forward the work of conquest until all enemies are subdued and there is no one to dispute their possession of the land. The fifth, the period of the judges, is a transition time. There is no central government, the religious zeal is at a low tide, and there are no outstanding leaders but those who are more or less local in their activities, who were called judges and stood between God and the people. Their chief function was to transmit to the people the will of God as revealed to them, for this is distinctly the period of theocracy in Israel's history. The sixth period is the kingdom. This is the "Golden Age" of Israel's history, when she reached the zenith of her glory. In the seventh period two kingdoms, Judah and Israel, were formed. Tribal jealousy was the cause of the division. "Judah Alone" is the topic of the eighth period. Judah persisted as a kingdom 135 years after the fall of Israel. The captivity and restoration are the topics of the ninth and tenth periods. On the period between the testaments the curtain is drawn and for a period of 400 years there is no direct Biblical history.

The New Testament is studied under two divisions, the life of Christ, and the spread of the gospel. The first division is the period of revelation and fulfillment. Persecutions were directed against the

most devout and active Christians and they were driven from Jerusalem. They then won converts in every quarter of the globe.

There are several things all evangelical Christians believe that the Bible teaches. These are: One God, the Father, Son and Holy Spirit, maker and ruler of heaven and earth; the Holy Scriptures are inspired and are the infallible word of God; the fall of man, his condemnation as a sinner and God's sovereign grace and love in his redemption; salvation in the name of Jesus Christ, His Son, who obeyed the law, suffered and died for the sins of men, is risen and exalted at the right hand of God the Father; the full offer of eternal life to all and the guilt of those who reject it; the necessity of regeneration by the Holy Spirit, repentance toward God and faith in Christ; the justification and adoption of the believers through the blood and righteousness of Jesus Christ; the sacred observance of the Lord's Day; the present life as man's only day of grace; and the resurrection of the body, the righteous to eternal life and the wicked to judgment and eternal punishment.

Students are referred to denominational sources for the distinctive denominational doctrines, and guided in finding the essential teachings of each. They are encouraged to inform themselves on the doctrines of other evangelical denominations as well as to know their own thoroughly in support of which they must find Bible authority.

This class in Sunday School Pedagogy has proved as interesting to the members as any of their regular classes in school. Almost every girl who goes from here to teach will be called upon to teach a class in a Sunday school of the community in which she teaches. Efficient teachers in the Sunday school are as important as efficient teachers in the public school and the application of the principles learned from this course will make efficient Sunday school teachers.

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EDITORIALS

Fairness of Report of the Educational Commission

When the last issue of the QUARTERLY went to press the completed report from the Educational Commission had not arrived, only the advance digest, which was given out to newspapers. By delving more deeply into it, the richness in the report is discovered.

It is readable, something rare in bulletins. It pictures things as seen, and the picture is true, as any one who has seen for himself can testify. It recognizes the constant growth in the schools for forty years. The words "slowly," gradually" are frequently used in the discussion of the expansion of the schools. It is gratifying that it is seen as expansion. North Carolina, true to type, has been proceeding slowly, continuously, but not going backwards.

A realization of the "petty done, the undone vast," is a new spirit in North Carolina, perhaps, or at least the note not usually struck in public speeches about the State. It is a wholesome thing to see ourselves as others see us.

Dr. Finnegan, State Superintendent of Schools of Pennsylvania, after reading the report of the State Educational Commission, said: "I have just received a report of a survey in North Carolina that is the finest thing of the kind I have ever seen."

The County Summer Schools

The county summer school in North Carolina has ceased to be an experiment, and will endure so long as the State has to draw a large number of its teachers for the rural schools from the ranks of those who cannot meet the requirements for the standard certificates. Furthermore the institutions are so crowded that they cannot take care of the high school graduates who are clamoring for admission, much less for those with less preparation. It is poor economy to turn away the better prepared for the worse, when provision can be made otherwise. The only sane solution seems to be to take the schools as near to these teachers as possible.

A mere glance at statistics should be sufficient to prove that these schools are needed. North Carolina has 5,612 white teachers holding certificates below the elementary certificates; 4,461 holding elementary certificates; this makes a total of 10,073 that are below the standard grade. On the other hand there are only 2,197 holding standard certificates. It will be noted that it is the business of these county summer schools to take care of the 5,612, while the State summer schools look after the 4,461.

The article by Miss Parrott gives a full explanation and the history of these schools. The sentiment of superintendents toward these schools is indicated by that shown in the letters quoted.

The Attitude of the Students in These Schools

The editor of the QUARTERLY taught in one of these county summer schools last summer. She wishes to rise to a point of personal privilege in commenting on the difference between the attitude of the students when in a small group, among those of their own grade and kind, and near home, rather than among strangers in a strange land. Dropping the impersonal editorial "we" and speaking in the familiar language of the teacher, who is always in the singular number, I found that from the very first moment there was freedom and ease. There was none of that bewilderment so often seen in the first days when the timid students are conscious of the fact that they are in the midst of a group of people, who have had superior training. It takes some time for them to get adjusted and they are overawed by the large groups in an institution.

There was no lost motion in beginning. All the students were working for the same thing and there was a comradeship that was inspiring, which created an atmosphere that was conducive to the best work.

As this was the same teacher who, in a larger school, had frequently had to work to get this feeling of freedom, it was natural to suppose that it was because the teacher had come to them instead of their having to come to her.

Parents and Teachers Getting Together

Parent-teachers associations are ideal for breaking down that old barrier between home and school, and for bringing the home into the school and the school into the home. Mother and teacher get together and understand each other and thus have a better opportunity for understanding the child. The problems of the school can be presented directly to the parents, and there is mutual understanding and sympathy. The parent realizes that the teacher has the good of her child at heart, but she also realizes there are other children besides hers to be considered, and it has a tendency to broaden the parent's sympathies and to get her interested in other children. The teacher is a human being in a community, a part of it, and has her rights to consideration, and these rights are considered in communities where the parents and teachers get together.

Freedom in the Classroom

An article in a recent issue of the *Atlantic Monthly* sets forth the claims of the School of Progressive Education, which makes the freedom of the child the chief means in education. Teach the child by letting him do things, is one of the chief points in the system. He is encouraged to work things out for himself, and without the handicap of artificial surroundings, with the formal classroom plan broken up. This idea is in the public schools also, and the same principles are recognized by teachers in the public school system, and wherever practicable are carried into practice. An example of this may be seen in the report in the department of Suggestions of the equipment in the first grade in the model school. The desks have been taken out and replaced by chairs, and the children move about in a free and natural manner.

Examples of Learning by Doing

In the department of Suggestions in this number there are several articles that prove that the children in the "Model School" are getting an opportunity to "learn by doing," another tenet of their creed. The constitutional convention held in the seventh grade made the

making of our goverment a real problem to those children. They were getting excellent training for citizenship. At the same time they were getting the facts of history straight in presenting their cause; they were also getting practice in parliamentary law, and will never forget these first lessons. In the same way, the pupils in the fourth grade will not forget their first direct lesson in government; the meaning of it and need for it will be clearer to them because they organized a club, had officers, and knew what their officers are to do.

These two were fine language lessons, but to the good teacher every lesson is an opportunity for a language lesson.

Articles and Suggestions on Reading

The principles of teaching reading as set forth in the articles on reading in this number are those followed in the Model School. The illustrations of reading lessons taught by the students, as given among "Suggestions," shows what the student teachers are doing with it. The Model School is concentrating especially on the subject of reading.

The latter part of the suggestions, "Games for Correcting Errors of Speech," which appeared in the fall number of the QUARTERLY, was written by Earle Wynne of '21.

SUGGESTIONS

Columbus

The poem "Columbus," by Joaquin Miller, was studied in the sixth grade for the purpose of interpretation. The teacher wrote the poem on the board before school and covered it with maps, so that it might be entirely new to the children at the time of the lesson. The class had previously made a thorough study of the story of Columbus, and from this they got an idea of his character, home-life, and career.

Before beginning the study of the poem the class reviewed the story. The teacher asked questions that brought out the different facts about the character of Columbus, about the customs of the people of his time and the facts about geography that were necessary for the children to have clearly in mind in reading the poem. Both the map and the globe were used which helped the class in understanding the geographic conditions of Columbus' time. The attention of the class was called to the poem on the board and the children were asked to read the poem silently. The aim of reading the poem silently the first time was to get them to follow the thought. They were told to look out for expressions that suggested despair, bravery and perseverance of Columbus. They were also told to notice how each stanza was related to the one preceding.

After the meaning of the poem was thoroughly grasped, they were called on to read it orally, stanza by stanza. The teacher brought out very clearly several times, during this reading, that the poem was to be read for thought and expression.

She called particular attention to the author's estimation of Columbus, that he was brave and determined, for instance, his answer to every doubt was "Sail on, sail on, sail on and on." All through the poem she set up problems for the children to solve which they did excellently. One of those was to contrast the hopelessness of the outlook of the sailors in the first stanza and the hopefulness of Columbus. Several times during the study of the poem attention was called to the words used and to the punctuation. The children seemed to have a genuine appreciation of punctuation as a means of bringing out the thought, and had discussions as to how the punctuation affected the oral reading.

The teacher very clearly explained to the class the difficult words, when the children, while reading silently, asked for them. She did not bother them by explaining things they already knew. In her

questions she threw the responsibility on the children by telling them to read the different parts in just the way they thought they should be read; for example, she asked several different ones to read the words "Sail on, sail on, sail on and on," and told them to judge which reader made the distance seem farther. Different stanzas were compared as to which were the more hopeful or despairing.

Every child seemed interested and each contributed something to the class. The atmosphere of the room was that of perfect ease and freedom. This was due to the teacher and her voice, which, though clear and distinct, was well modulated.

Not only the children but the student teachers were inspired with great love for the poem and a greater admiration of Columbus than ever before. Shortly after this, the students heard a speaker use the poem very effectively and the difference in the response between those who had observed the teaching and those who did not was marked.

MARGARET HAYES, '21

A Silent Reading Lesson in the Sixth Grade

The story of Moses was studied, as a piece of literature, one week in the sixth grade. The children were familiar with Moses as a Bible character, hence the study was very interesting. We used the story as told in Free and Treadwell's Sixth Reader.

My purpose in teaching the story of Moses was to help the children get the thought from the printed page through silent reading.

The lessons were assigned according to the big divisions in the story, as they are given in Free and Treadwell's Reader. These headings are as follows:

1. Childhood and Youth.
2. The Burning Bush.
3. Pharaoh Oppresses Israel.
4. Crossing the Red Sea.
5. Life in the Wilderness.
6. Moses Receives the Commandments.
7. Moses Views the Promised Land.

Instead of the old way of teaching reading, which is vague and indefinite, I gave them questions to read for the answers in each lesson.

In Chapter 1, as an introduction, I asked them to read the first paragraph and find what story led up to the story of Moses. They

found that it was the story of Joseph. They had studied this story just a few days before, and it was fresh in their minds. In the second paragraph they were asked to read and find what let them know the Egyptians were afraid. They discovered the quotation "Behold, the people of Israel are mightier than we." They were then asked the meaning of this quotation. It was interpreted as follows, "They were afraid that the children of Israel would join their enemies." The next suggestion was, "Read on and find the cruel device Pharaoh resolved upon to destroy the boys." Not only did I ask questions answered in the book, but those in which they had to read between the lines. Through the question above there arose a discussion as to why the girls were not destroyed also. There were many suggestions given, but they at last decided that it was because the women alone could do no harm to the Egyptians.

After they had discovered how Moses' mother saved him, one child was called upon to tell that part of the story. Another was asked to tell about the finding of Moses by Pharaoh's daughter. This was one way of checking up the silent reading, but was not insisted on until it became monotonons. Another question that called for thought on the part of the children was, "Why do you think Miriam wanted a Hebrew woman to nurse the child?" After a short discussion they decided that she wanted his own mother to nurse him. At the end of the lesson, we left Moses afraid that Pharaoh would punish him for his deed. They were very much interested and wanted to find out how Moses escaped. This question was given them to find in the next lesson. The same part was assigned again as oral reading to check up the silent reading.

In assigning Chapters 2 and 3, they were asked the day before to find how Moses escaped. This question was taken up at the first of the lesson and one child was asked to read to the class that part of the story. They found that he went to Midian. They were next asked to describe the scene at the well. Thoughtful reading was required before the oral reports. The main question in this lesson was, "How did the Lord appear to Moses?" To answer this question they had to read the entire lesson. The questions called for thought as "What was meant by a land flowing with milk and honey?" and "What effect did Pharaoh's message have on the children of Israel?" One child was asked to tell it, then another read the part to the class. The assignment was two questions: 1. "How did the children of Israel cross the Red Sea?" 2. "How did they live in the wilderness?" To find these questions they had to read the entire lesson.

The lesson on Chapters 4 and 5 was studied in class and questions were asked as before. Oral reading followed.

The last lesson on the story of Moses, Chapters 6 and 7, was studied in class, and for an assignment ,oral reports were to be prepared. Each child prepared a report on one chapter, both from the text-book and from the Bible, which was used as supplementary reading. The children found that the stories in the reader and the Bible were exactly alike, only the story was somewhat shorter in the reader. Speed and accuracy were stressed in every lesson.

In all the work in silent reading, the attempt was made to give thought questions. The ones below are some from the study "Siddartha, the Great Peace Hero."

1. What effect did the working people of the world have upon Prince Siddartha?

2. Why do you think the king was troubled by Prince Siddartha's question?

3. Which do you think was right, the king or Siddartha? Give a reason for your answer.

4. Do you think the king understood why Siddartha came as he did? Give a reason for your answer.

5. Do you think Prince Siddartha was wise when he decided to become a truth seeker? Why do you think he was or was not?

ROSALIE PHELPS, '21

Teaching a Poem for Thought

The "Village Blacksmith" was studied for two days in the sixth grade as a reading lesson. The first day was for silent reading and getting the thought. After a discussion of a blacksmith, I read the entire poem, asking them to tell me what they saw as I read. After reading the poem to them, for a study lesson, I took it up stanza by stanza, discussing the words and expressions which they found difficult to understand. For instance, "sinewy hands," "honest sweat," "bellows" and "sexton." Their assignment was to read the poem and get it clearly in mind so as to be able to read it just as they thought Longfellow said it. They were told to imagine themselves telling some one else about the blacksmith.

The next day I called on one child to read and if he did not read it well, another child, who thought he could improve on it, was called on to read. In the discussion I especially brought out what the blacksmith did on Sundays. Again I explained to them expressions I thought they could not understand. We discussed, for instance,

"Onward through life he goes, toiling, rejoicing, sorrowing," "Earned a night's repose." All the way through the children saw the lessons that the poem brought out.

After finishing the study of the poem I had them to look through the poem again, each one selecting the stanza he liked best and then he was called on to tell the class why he liked it.

LYDIA PURSER, '21

The Use of the Fable

The fable is a piece of literature from which many values can be derived, and there are many ways in which the teacher can get effective returns from the children. This can be done by retelling it, by illustrative drawing, by dramatization and by reproducing in written form. The teacher must help the children organize the story. This may be done by paragraphing or by outline. They need to see the use of placing titles correctly, of using quotation marks, of capital letters, and of paragraphing.

When I took the class they had been having fables at intervals and loved them. They had been skillfully handled by the teacher and in such a way that the children got many good things from them. Some of the fables previously studied were: "The Tortoise and the Geese"; "The Fox in the Well"; "The Mice in Council"; "The Farmer and His Sons"; "The Four Oxen and the Lion"; "The Two Goats"; "The Shepherd Boy and the Wolf"; "The Fox and the Crow"; "The Greedy Dog"; "The Donkey and His Masters"; "The Dog and His Shadow"; "The Ant and the Dove"; "The Hare and the Tortoise"; "The Stork and the Cranes"; "The Camel and His Master"; "The Lion and the Mouse." The poem, "The Blind Men and the Elephant," was given to them in such a manner that they recognized, without any guidance that it was a fable dressed up in poetry.

They had been re-telling fables and had reproduced the fable in writing, putting it in such a form they could show the teacher by capitals and punctuation, exactly what was meant. Below are given two just as the children wrote them, the only correction being the misspelled words:

A GOOD LESSON

Once some cranes were eating a farmer's grain. The farmer set a trap to catch the cranes. One day the farmer caught the cranes and with them was a stork.

The stork said, "I am not a crane, I am a stork, do you see my brown feathers, they are not like that crane."

The farmer said, "You were with the cranes and you shall die with them."

THE ANT AND THE GRASSHOPPER

Once on a warm summer day, an ant was working real hard when a grasshopper came up to the ant and laughed at him.

The grasshopper said, "Do you see all this food around me?" The ant did not notice him and kept on working for winter.

One cold winter day the grasshopper came to the ant and asked for some food.

The ant said, "You did not work in summer and I shall not give you any food."

They next studied the fable, "The Eagle and the Tortoise." I first read the fable to them and then asked a few questions that would bring out the story, such as "Why was the tortoise so eager to learn to fly?" Several told the story in their own words, each one striving to improve on the preceding story. As soon as they had the story well in hand some went to the board to write while others used paper.

The class had been making a special study of paragraphing. Before any writing was done, I warned them to pay attention to the margins, to the indenting of paragraphs, to the use of quotations around the exact words of the speaker, to the placing of the title, and to the use of capital letters. This was merely to call attention to what they already knew.

The work was very neatly written with only a few technical errors. These were corrected by the teacher with the help of the children. This lesson was to be followed by an original fable from the children.

We stopped here to study the fable, to review what a fable is, and how it differs from other stories. When asked how they were able to tell a fable from any other story, they readily answered the three things I wished them to notice: that a fable is short, that it teaches a lesson, and that it often has animal characters. They were asked to think of any two fables previously studied which teach the same lesson. They gave "The Two Goats" and "The Oxen and the Lion" as examples, and said these fables teach how foolish it is to quarrel. They then named the characters in both fables, gave the lesson taught and mentioned the fact that both were short. I read from the book the fable "The Wise Boar," and asked for the lesson taught, the characters in the fable, and what each part did, or told. I then followed that by another fable of the same type and asked for the points of similarity and dissimilarity. They were then ready for an original one. I gave as the title, "The Indian and His War Paint." The outline was put on the board.

Indian mixing his war paint.
Cowboy speaks to him.
Indian answers.

In this the same lesson and the same number of characters were used as in the others. After a minute to think about it, every hand was raised and I called for several. The fables given were on this order:

Once upon a time an Indian was mixing his war paint. A cowboy passed him and said, "Why are you mixing war paint in time of peace?"

The Indian answered, "I am mixing it now so I will be ready when there is war."

I had several titles on the board under the map. I raised the map and told them I wanted to see which could make the best fable without an outline, using one of these titles:

The Indian and His Arrows.
The Man and His Woodpile.
The Hunter and His Gun.
The Girl and Her Lesson.
The Hunter and His Trap.

The children were very much interested in their lesson and gave good oral original stories.

PEARL STRAUGHN, '21.

The Constitutional Convention in the Seventh Grade

In taking up a study of the Constitution in the seventh grade, it was decided to organize the class and hold a Constitutional Convention. The class had had a good deal of work on the Articles of Confederation and also two lessons leading up to the beginnings of the Constitution, so they had a background from which to work.

The children were given names of the signers of the Constitution and each child represented a delegate from one of the twelve states; the thirteenth State, Rhode Island, was not represented in the Convention of 1787. Since there were more signers than children we could not have all the members present, but among the delegates were some of the more prominent men, George Washington, Alexander Hamilton, James Madison, Benjamin Franklin, and George Read of Delaware. History does not show that Mr. Read took a very active part in the early Convention, but he did play a very important part in the Convention of 1787 as held in 1921.

In order that the children might be able to carry on the business of the Convention with ease and in the approved way, the student-teacher simplified Robert's Rules of Order for them. Nothing more difficult than the president's decision as to which member should

speak when two arose at the same time ever came up, but they learned to respect one another's rights in regard to making speeches. The presiding officer, George Washington, was given a few rules or duties of the president, which he followed closely. The secretary was appointed by the president and she was also given a few simple directions concerning her duties.

The delegates from each State sat together. Placards made by the children from letters which they had cut in the period for drawing were used to indicate the States represented. Each group had a placard with the name of the State represented, in half-inch letters.

All members were told that they must be recognized by the chair before they spoke and it was seldom that one forgot. After saying on one occasion, "I *motion* that small States be equally represented in Congress," they were told how to state a motion and thereafter said, "I *move*———." The vote was taken by raising the hand and was counted by the presiding officer.

The things considered in this Convention were:

The need of a better form of government.

The conditions existing under the Articles of Confederation.

The decision to write a new form of government rather than to revise the Articles of Confederation.

These questions were discussed by the members and the Convention came to a deadlock when the representation of States was considered. The minutes show that Mr. Read of Delaware made quite a speech in favor of all States being equally represented in Congress. They also show that his motion to that effect was lost. Finally, the members from Connecticut offered the solution and the small States agreed to representation according to population in the lower house and equal representation in the Senate, but again there was a deadlock. The South was opposed to representation according to population. The question arose as to whether or not slaves should be counted. They debated the question but compromised and allowed five slaves to be counted as three white men.

The northern members became very anxious concerning commerce and tariff. Again there was warm discussion. To keep the southern members in the Convention, a compromise was brought about saying that slave trade should not be interfered with before 1808. The tariff question seemed to be the favorite subject for debate.

The problem of electing members of Congress and Federal officers was settled with very little trouble.

The Convention then decided what should be the powers of Congress. All of Section 8, Article I, of the Constitution was not taken up but the four important powers of Congress as given in the textbook the grade used, were considered, discussed, and voted upon.

As the Convention met each day the matters to be attended to were written on the blackboard. After discussions, the motions were always made, seconded, and voted upon. The secretary kept a careful record of all proceedings and the minutes were read at each meeting.

We did not have time to take up all parts of the Constitution, so after a study lesson, different parts of the Constitution were assigned to the different members to be read and, if necessary, explained by the reader the next day. They were told that some member might not understand the exact meaning of some clause and this encouraged discussion of the different parts read. The Convention met the following day and a reading of the Constitution was called for by the president. The following parts were read:

Preamble; Article I, section 1; Article I, section 2, clause 3; Article I, section 3, clause 1; Article I, section 8, clauses 1, 2, 5, 7, 15; Article II, section 1, clause 2.

After the reading it was moved and seconded that the Constitution be adopted. Then the real discussion began. It was finally adopted by the Convention but some of the delegates made very earnest speeches before they consented to the adoption.

The next thing was getting the Constitution adopted by the States. The reports from the delegates were highly interesting, especially those from the States opposing the adoption and the demand for a Bill of Rights. Great enthusiasm was shown by the advocates of the Constitution and when given a chance these delegates made strong appeals to the members of the Convention to go home and work for the adoption of the Constitution. They also went so far as to make, second, and carry a motion that States out of the Union after a reasonable length of time be regarded as foreign nations.

All the delegates were asked to make speeches in favor of the adoption of the Constitution and these speeches were carefully written out and delivered in a convincing manner. One of the speeches is given below. It was written and made by Annie Shields Van Dyke:

MR. PRESIDENT:—

We all realize the great problem before us. We have seen many great ones in school when we were children but never one like this. There are many reasons why we should adopt the Constitution. First, it will benefit us as well as give us a respected name among the other countries which we would hold dear. And, second, it will build up our trade among the other

nations of the world as well as making our navy large. And, for third, it will give us standard money, which we must have before we are respected. And, for fourth, it will establish postoffices and roads, and, for fifth, it will give us all fair tax so that we will have no fuss about taxes.

And as they are all talking about the president having too much power it shall be limited. Why do you stand back and refuse it? You don't know, at least what you say doesn't pass. As to your losing your rights, you are not. Think over the Articles and then the Constitution! Come, my people, come ye all and adopt the Constitution! Listen, farmers, listen, you are not losing your rights, you are gaining them. You need not open your mouths for I speak the truth. The President is to help our country and do things for our benefit. It might be that you are jealous, but what reason have you? None! for you may later become president, also. And as I said before, the Constitution will help us. May be later we will hear our grandchildren say, "Oh, Grandfather, it certainly was nice that you all knew what to do after the Revolution." And I move that every state that does not adopt it be regarded as a foreign country.

MABEL THOMAS, '21

Teaching Government Through a Club

Introducing the subject of government to the fourth grade was my task when I began teaching geography and I must say at first the thought staggered me, for government, to my own mind, was a gigantic affair for the fourth grade.

In order to make the children realize what government means, I decided to organize a club, and in this way have the children take a real and active part in government organization.

We discussed clubs of various kinds, and then I told them the story of a corn club I once knew of. The suggestion was made to them that they might form a club, something on the order of the corn club. This suggestion was eagerly accepted. Then they started the discussion as to what kind of club they should have, and what the work of their club should be.

After much discussion they finally decided that the work of the club should be to keep the Model School grounds clean, and to keep good order in the class room from the ringing of the first bell until nine o'clock. They divided themselves into two teams, the boys taking one side of the grounds to keep clean and the girls the other, each team having a captain. It was to be a contest between the boys and the girls.

The next thing they did was to elect their officers. They decided their officers should be a president, a secretary, a captain of the boys, a captain of the girls, a judge, and an advisory member. It was easy to make them understand that every organization must have some one

at its head and that that person must have others to help him run the organization: for example, a secretary to keep a written record of what is done. After telling the work of each officer, some child exclaimed, "Why, my mother is president of a club. Are we going to do what they do?" After this question they began to compare the officers of their club with the officers of the one their mothers were members of. They decided they wanted to name their club so they named it "The Robin Hood Club." It can readily be seen why a fourth grade should want to name their club this.

It was but a step from the organization of their own club to the organization of government. I spent four days in teaching government, taking the government of the town one day, the government of the county the next, then of North Carolina, and then of the United States. They readily gave the names of the officers in town and then compared them with the officers of their club, seeing that they had the same work except on a larger scale. They knew the mayor, governor, and president and had a slight idea as to what each did. After the government of the town was fixed clearly in their minds, we took up the government of the county, State, and United States, naming the chief officers of each and seeing that these officers, although they had different names, had the same work as the officers of our club, except on a very much larger scale.

EMILY LANGLEY, '21

Presenting the Crusades to the Sixth Grade

My aims in teaching the Crusades to the sixth grade were:

(1) What the Crusades were; (2) the purpose; (3) the result. Perhaps the results of the Crusades took up more time than both of the other points. The idea that trade was established between the countries and that civilization was advanced were the biggest points mentioned in the results.

The text used, "An Introduction to American History," by Alice M. Atkinson, gives merely an outline of the subject, and a brief one. The material used to fill out the outline came from many sources. This is when we made use of the books the children had in their homes, such as encyclopedias, books of knowledge. Books furnished by the teacher were also used.

I introduced the Crusades to the class the first day by telling them the story of the first army of the first Crusade, centering the story around the most important men, Pope Urban, Peter the Hermit and Walter the Penniless. All through the lesson I asked questions

to see if they really were getting what was being told them, throwing the lesson as nearly as possible on them. The maps of Europe and of Asia were used frequently throughout the lesson, thereby correlating the geography with the history.

For the next day's lesson I asked the children to make an outline on the story I had told them, which was preparation for a reproduction of the story, reports on Pope Urban and Peter the Hermit, from those who had encyclopedias or other books bearing on the subject in their homes.

We treated the second army of the first Crusade very much as we did the first. Our work was based on the leaders of the armies. After this lesson on the second army we had a contest. All of those who wanted to be a member of the first army were to work for their side and all those who were for the second army had to work for the second army. In preparing for this contest we selected one pupil to be a pilgrim. This pilgrim made his plea to the emperor of Constantinople, telling him how the pilgrims were being treated by the Turks, and begging for help. We also selected pupils to represent Pope Urban, Peter the Hermit and Godfrey. Each child selected was to make a talk for his side. Other pupils in his division were allowed to add to the report. This aroused much interest. My purpose in this contest, aside from that of increasing the pupils' interest, was to review the previous lessons and to clear up any wrong ideas.

In the study of the third Crusade, we made a comparison of the first and the third. We spent very little time on the second, in fact, we only bridged the gap from the first to the third, because the second Crusade was not so important. We then went into details with the third Crusade.

After we had finished the study of the first and third Crusades we took up the study of the results of the Crusades; what they did for Europe, and what they did for the advancement of civilization.

We had a review and then I asked the children to find out all they could about Jerusalem in the World War.

The next day, after the reports the children had were given, I told the story of the capture of Jerusalem in the World War. I used the story as told in the book "Jerusalem, Its Redemption and Future." I started the story from the Crusades and told it briefly until I reached the opening of the war in 1914 and then I put in as many

details as time would allow. The climax was the presentation of the recapture of Jerusalem to Christendom by General Allenby on Christmas of 1917. I read the proclamation and showed the picture of General Allenby reading the proclamation. This picture was found in the Christmas number of the Ladies Home Journal for 1918.

HELEN WATSON, '21

Magellan as Taught in the Fifth Grade

The life of Magellan was worked up in story form and presented orally to the children by the student-teacher teaching geography in the fifth grade. This story in its spirit of daring and discovery appealed to the imagination of the children and served as a very interesting topic for study. It also provided excellent opportunity for the presentation of problems by the teacher, and the solving of them by the children. Take, for instance, the time Magellan was seeking an opening through South America. He did not know for certain there was an opening, but he felt sure there was. In the course of time the children solved the problem by discovering the Strait of Magellan.

The children knew that Spain and Portugal were rivals in wealth and power and this fact served as a historical background for Magellan. The early life of Magellan was divided into two parts, early life in Portugal, his birthplace, and his life in Spain. In the study of his life in Portugal the children had an excellent opportunity to review what they had learned of court life, for Magellan spent his boyhood in the king's court, first as page, then as knight.

As Magellan grew to manhood the spirit of adventure overtook him and he went on several trips to the Indies, the center of trade for Europe at that time. In a battle in Morocco he was declared a traitor and he denounced his country and went to Spain.

In Spain, through the aid of friends, he secured an audience with the king, who promised to aid him in his new project to reach the East Indies by sailing west. Here the preparations of Magellan were contrasted with those of De Soto.

Then came the interesting task of watching Magellan look for an opening through South America. Several times he struck openings which he felt sure were openings through South America, but each time he was doomed to disappointment. At Port St. Julian, his winter quarters, the inhabitants were giants, a thing which greatly interested the children, for they never tired of hearing of strange people and their customs.

Finally the Strait, which now bears his name, was reached, and the perilous trip through was begun. The swiftness of the water, the fragility of the crafts and the scarcity of food tended to arouse the sympathy of the children. At last the Pacific Ocean was reached and the children were relieved to find Magellan safe in quiet waters.

After a trying trip, in which the food and water gave out, Magellan crossed the Pacific and landed on the Philippine Islands. The customs and the strangeness of this place served as an interesting topic for discussion. It was here that Magellan at last found peace and happiness. But he was not to enjoy this new found peace for long, nor was he to live to enjoy the benefits of the great work he had done, for in a few months he was killed in a battle on one of the neighboring islands. He died as bravely as he had lived and to the last he was thoughtful of his men, for he gave up his life defending them. His men, laden with trophies of their great trip, went back to Spain to herald the wonderful news—Magellan had circumnavigated the globe!

In recognition of the wonderful work Magellan did, the Strait of Magellan and the Land of Magellan were named for him.

When one topic had been presented and the problems which came with it had been solved by the class, then this part was reproduced by the children. They traced the voyage around the world; in this way they got the true significance that Magellan was the first to sail around the world.

To see if the children had the trip clearly in mind, they were given a hectograph copy of an outline map of the world on which they traced, with colored crayola, Magellan's trip.

For a general review, guided by the teacher, the children suggested an outline which was put on the board. This outline was developed from the topics as they had been presented.

GRACE JENKINS, '21

Chairs and Lockers in the First Grade

The desks in the first grade room were taken out and chairs put in their places. This was done so that the children could move around with freedom and ease. That stiffness usually found in the classroom was broken up. They could bring their chairs up and make a circle for opening exercises, story-telling and their regular lessons, or move them wherever they were needed.

The children have lockers or "cupboards," as they call them, to keep their books in. These shelves are numbered and each child knows his number. The children are very proud of these lockers.

The children were so pleased with their chairs that each one wanted to keep the same one all the time. As this might have caused confusion, something had to be done so that each child could know his own chair. They were first given a lesson showing them how to move their chairs without causing confusion, and after this they could move quickly and quietly.

We decided to get tags and print their names on them, so each child would always know his own chair. We could not get the kind of tags we wanted, but found trunk tags at the book store.

The tags would furnish an excellent opportunity for a reading lesson. They would help the children to learn the capitals by seeing their names on the chair. They would not only learn to read their names, but also learn to read the printed form as well as the written.

The printing of the names was very interesting to the student teachers. We had some trouble placing some of the names, for instance, "Alice Louise," was so long that we could not get it on the tag. We decided to print the word "Louise" under the word "Alice."

We then had the children to tie the tags on. The names of the smallest children were tied on the lowest chairs, and the larger childrens' names were tied on the larger chairs.

The children were delighted with this arrangement and there was no further trouble. Every time each child took pride in leaving his chair exactly in its place at the table, and they soon learned to read all the names on the tags.

NANNIE LEE ELKS, '21.

Using Domino Cards in Number Work

As one device for teaching number work in the first grade we used domino cards.

These cards were made of stiff, white cardboard, nine inches by four inches, with dots, about the size of a nickel, made out of black drawing paper. This size of cardboard is easy to handle before a class and the dots are very prominent.

After the pupils were able to count as high as twenty-five we used these cards. First we showed the doubles, two dots and two dots, three dots and three dots, and so on up to six dots and six dots. We showed one card to the class at the time, first covering the bottom dots; the pupils counted the top ones, then we covered the top ones and they counted the bottom ones. After they had counted both top and bottom dots we then put the question: "Two dots and two dots are how many dots?" uncovering the whole card to let them see all the dots on the card.

The next step we took up was adding one dot to one or more dots, up to six dots and one dot. As this is harder for the pupils to grasp than the doubles we gave it after we gave the doubles.

When they knew the given domino cards well enough we used cards with figures on them. These cards were the same size as the domino cards; the combinations used were the ones they had learned but substituting figures instead of dots. After this, we introduced new additions that are beyond domino numbers, such as seven and seven.

Because the combination of three and two are five was a little more difficult for the children, we introduced it with a number story. First, the teacher told one, then all the children thought up a story about three and two. The stories were something like this: "My mother gave me three apples, my father gave me two apples, then I had five apples, because three apples and two apples are five apples."

The children soon became experts in making these simple additions.

Some Language Lessons in the First Grade

The series of language lessons taught by the critic teacher in the first grade were very helpful to the student-teacher.

Clothing was taught in a very simple and interesting way. The teacher called a child wearing a cotton dress up to her and asked, "What kind of dress is this?" The child answered, "Gingham." "Then it is a cotton dress, isn't it?" "Where did your mother get your dress?" The child answered, "From the store." The teacher said, "Where did the merchant get the cloth?" and in this way led the discussion up to the farm, where the cotton seed was planted and cotton raised. Then she showed them cotton separated from the seed and cotton seed.

A child's ribbon was discussed in a similar way in studying silk. A sweater was used in taking up woolen goods. The teacher showed a picture of sheep and of wool as it is when it comes off the sheep's back.

LILA MAY JUSTICE, '21

Health Crusade in the Model School

Throughout the whole school there is intense interest on the subject of health. Among all of the grades there was competition to get the highest number of chores. At the end of the first two weeks the first grade had won the highest per cent.

The health leaflets on which was a record of health chores for Modern Health Crusaders were given the children. The leaflets have statements of chores. Seventy-two chores done in a week make a perfect record. To become a Modern Health Crusader and receive a certificate of enrollment and the title of Page Health Knighthood, one must do at least 54 chores, 75 per cent of the 72, in each of two weeks. To rise to higher ranks and be entitled to wear the different badges one must do at least 54 chores each week for the following number of weeks:

For Squire, 3 weeks after becoming Page, a total of 5 weeks; for Knight, 5 weeks after becoming Squire, a total of 10 weeks; for Banner, 5 weeks after becoming Knight, a total of 15 weeks.

To be counted toward earning any of the Crusade titles, the chores done in any week must include one full bath.

When the leaflets were given out in the first grade, the chores and how they should be checked up were explained to the children. The teacher checked up every morning to see if the children were doing the chores. The teacher had a poster for each chore and as she held up the different posters she said, "All the children who have done this may stand." For example she held up the poster "Sleep 9-7," and all the children stood who had slept the number of hours. Two large health posters were made. One had the normal and actual weight and the normal and actual height of every child in the grade. The other had the name of every child in the room doing the health chores. The first grade made a score of 100 per cent, the highest in the school.

In the second grade the work centered around the idea of how to be a good American by taking care of the body and eating the proper food. A report of this is given in detail below.

On the third grade the requirements of good citizenship were the points stressed. Good citizens must be healthy. Food, fresh air, exercise, plenty of sleep, plenty of fresh water, and visits to the toilet at regular times are necessities of good health. The children had cards to keep score. The weighing and measuring of the children was correlated with arithmetic. The teacher had posters of exercise and community food posters. In summarizing the work, sentences on things to make people healthy were given by the children.

In the intermediate grades the children checked up their own chores and brought the leaflets at the end of the second, fifth, and seventh weeks. In these grades the health crusade was blended in with the other work.

Last year the health crusade as mapped out by the National Tuberculosis Association created a great deal of interest in the Model School. This year the same work is being done and for the same purpose, but the plan has been varied and has become more a regular part of the school work, especially in the upper grades.

MARY CRINKLEY, '21

Health Work in the Second Grade

The opening exercises in the second grade during the Health Crusade were devoted to the study of health. Instead of teaching health directly, we had as the aim to show each child how to be a "Good American." This gave him a fine incentive, and he became interested in health because it made him a good American. This suggestion came from the January *Primary Education.* To illustrate this point the story of "Billy Bumps" was told. The story was about a little boy who went to a school where every child was a "Good American." Neeedless to say, all the children wanted to become "Good Americans," so we began to discuss some things that help us to be "Good Americans."

First of all we decided we must keep well. To keep well we must keep our bodies clean, get plenty of fresh air, sleep with the windows open, take exercise and eat the right kinds of food. The children, guided by the student-teacher, suggested some of the best plans for carrying out the above rules.

The care of the hands was the next topic. Some good reasons for keeping the hands clean were given by the children. To impress some of the dangers from soiled hands a story was told about what happened to a little boy who forgot to wash his hands one day.

The care of the nails naturally followed this. The children were interested in learning how to manicure their own nails.

The care of the eyes was our next subject. First of all we took up the protection of the eyes. Next the children discussed some things which keep the eyes strong. The lesson was concluded by mentioning some of the ways we abuse our eyes.

Food was our next topic. This was introduced by letting the children tell what they had for breakfast that morning. From this they found out some of the right kinds of breakfast foods, such as fruits and cereals. Some time was taken up in the discussion of meats. We tried to discourage the meat eating habit and encourage the children to eat more bread and butter. The children brought pictures of good foods which were mounted on drawing paper and put up around the room.

To interest the children in drinking milk I made a milk chart. This chart was in poster form. At the top was drawn a bottle of milk and a glass. The name of every child in the room was placed on the left hand side, the other side was ruled so as to make a number of blocks by each child's name. Every day a child drank a glass of milk a block by his name was colored.

The number of hours a child should sleep was our next subject. A picture showing a child going to bed at 8 o'clock was used to illustrate this lesson. To impress the lesson more upon the children, I told them the story of "How Long Billy Bumps Sleeps."

Drinking water was the next lesson. The class decided each child should drink at least four glasses of water a day. To bring the dangers of drinking from unsanitary cups and dippers more vividly before the children a picture was used. This picture showed diseased people drinking from a public cup. At the close of this lesson I showed the children how to make a drinking cup from paper.

Last of all, we discussed the importance of taking exercise. After the lesson we had some "setting up" exercises to show the children how it should be done. The children were told what dumb-bells were and how to use them. For seat work they cut dumb-bells from paper.

SARA SMITH, '21

A Spelling Lesson on Occupations

A spelling lesson on occupation was observed by the senior class in the fifth grade. At the beginning of the class slips of paper were given out on which the words from which the lesson was taken were to be written.

As an introduction to the lesson the teacher said, "In writing letters to your friends you might want to tell them what your father's occupation is, so I think it would be nice to know how to spell these; don't you?" The class agreed that this would be a fine thing to do. The teacher asked the different children what the occupations of their fathers were. When they had given ten words, the children wrote these on their slips just as soon as the occupation was given. Some gave two words; as hardware merchant, insurance agent, and automobile agent. These words were taken separately in the list. The following are the words that were given: Agent, merchant, hardware, machinist, tobacconist, salesman, carpenter, policeman, insurance, automobile.

Up to this point the teacher had been merely collecting words for the lesson. She told them to put a cross mark by the words which were not right as she spelled them. The teacher then pronounced the words clearly, spelled them and pronounced them again. Any one who missed the word was asked to raise his hand as she called the words.

She took as her lesson the four words which were misspelled the most number of times. The teacher put a word on the board and had a child make a sentence using it. The teacher then divided the word into syllables, writing it on the board, and asked them to see which syllable was hardest for them to call. Then she had different children to spell it aloud.

She then told them to turn their papers over and write the word on the other side to see if they could spell it correctly. All words were treated in like manner. The papers were corrected again to see how many words were misspelled. These words were immediately put on the board by the teacher. The papers were now passed to the front and only words that were missed were taken for further study, as they did not want to waste their time on words they already knew how to spell. This time a list was made on the board as the words were studied.

One word from the list was erased by the teacher. Then some child was called on to pronounce and spell it. Then two words were erased and a child was called on to pronounce and spell them. The fourth and last was treated just as the first. Then several children were called on to spell the entire list just as they came on the board.

The children were commended by the teacher for their excellent work.

The assignment for the next lesson was to bring in a list of words of what they would like to make of themselves when they grow up.

EFFIE FULLER, '21

REVIEWS

The American Schoolmaster for November reports that the Michigan teachers, in their annual meeting, adopted resolutions for improving and raising standards of education in that State, by having all the teachers better trained and by paying them living salaries.

An article on *School Survey* explains that a survey in the schools is for the purpose of remedying weaknesses that are found, instead of giving destructive criticisms. Baltimore, Maryland, has appropriated $25,000 for the purpose of an extensive survey. Dr. George D. Strayer has been selected for this work and it is thought that the city will be repaid by having a more effective system of school in the future.

An editorial, *A Blind Alley Going,* in the January number, shows why the changing of teachers' schools into teachers' colleges is a good thing. This is true because this elevation will add to the dignity of the teaching profession, for it advertises to the world that teachers must be college trained. The name of it also changes people's opinions toward the institution. It refers to old normal schools as "blind alleys" because they led to nothing further. A number of States are making this change and giving students chances to get college training as well as teacher's training.

The Survey of Education in Hawaii is reported in Bulletin No. 16, 1920, of the Bureau of Education. The fact that a large majority of the children are of other races than those which are dominant in the United States, made the survey unique and difficult. This solution of their problems, however, will not only be of value to the people of Hawaii, but also for the students in the United States. Chapter I is a treasure house of information about Hawaii. It gives significant facts about the people of Hawaii, their interrelationships, their rates of growth, what they are likely to do as citizens, the occupational needs of the island, and the agencies at work upon the problems that have arisen. Chapter II treats of the school system of the island, showing how, in the judgment of the survey commission, changes can be made to enable schools to function more efficiently. Chapter III deals with an obstacle in the way of Americanizing the schools—the system of foreign language schools. The remaining chapters treat successively the details of the work of the

elementary school, the high school, the universities, and the private schools. The leadership of the schools in Hawaii is in excellent hands, in fact nearly every child has the chance to attend a public school. A list of agencies in the islands are as follows: Informing the public about everything the department does; securing the advice of representative laymen of different races; eliminating obsolete offices; advancing teachers' salaries and providing for their comfort; raising the standards of training and qualifications of teachers; incorporating kindergarten as a part of the school system; reducing the size of elementary classes; providing more modern school buildings; creating a division for work of the more industrial character; modifying a rigid promotion system; decentralizing a mechanical system, and providing opportunities whereby the teachers may have more voice in the educational policy. The bulletin also contains many pictorial illustrations which makes it of far greater value and interest to us.

A clear definition of *Ideals of Education* is given by the governor of Iowa in SCHOOL LIFE. "The best conception of an educated person today is one whose mind is trained to enjoy and appreciate the best things of life, whose hands are trained to do some useful labor well, whose body is symmetrically developed, whose heart is attuned to the noblest impulses, and whose patriotism is grounded on the fundamentals of our form of government." A trained teacher is the first and most vital factor in any educational system. The legislators, he thinks, ought to provide for at least three normal schools in the State, and limit them to training for rural teachers. He gives as remedies for the teacher shortage: Adequate compensation for the teacher and county superintendent; making teaching a profession; providing housing for the teacher; hiring the teacher for a period of a year or more and paying him accordingly; and being sure that the teacher is an American citizen. In dealing with public education one touches the future of the State and the happiness and contentment of the people more than in any other way.

The State of California has passed a Constitutional amendment containing some of the most forward looking educational provisions ever voted into a State Constitution. The amendment provides that hereafter the minimum appropriation for schools shall be $30 per

pupil in elementary schools and $60 in the high school. It also provides that all of the school moneys contributed by the State, and 60 per cent of the school moneys raised by the county, must be used for the payment of teachers' salaries. This will establish a State-wide minimum salary of $1,300 a year. This has been said to be the most important school measure submitted to the people of California since the first Constitution was adopted in 1849.

In McCALL'S MAGAZINE Mary Badger Wilson tells about the teacher as a nation-wide issue. She uses the report of the Commission on the Emergency in Education, in which is emphasized the importance of paying teachers more in a time when such great educational and social problems exist as they do today. She goes further and shows why teachers should be better paid.

It is significant that a magazine of this type, a popular magazine for women, which makes a specialty of fashions and patterns, gives prominence to this subject. It shows that the subject has passed into the homes, where it should be.

The National Crisis in Education is a bulletin which gave a detailed report of the proceedings of the Washington conference on education last May. All the addresses are given in full as well as reports of committees on resolutions and recommendations, after which is given a summary of recommendations and conclusions. Extracts of letters to the United State Commissioner of Education from governors of States, State superintendents of public instruction, heads of educational institutions, and prominent persons, are given. It is a valuable publication which will be interesting to both those who attended the conference as well as those who did not.

"School Week" was observed throughout the United States December 5-11. The things emphasized were: Increased salaries, the only salvation for schools; the need of larger expenditures, and the need of training teachers. The fact that country schools need the best teachers was recognized. The governors of some States published their views, which were chiefly the need of increased support of schools, the schools our greatest security against unseen dangers of the future, and that schools are the deciding factors in the nation's future. Remedies for the teacher shortage were given.

It was a week devoted to a campaign of intense work for the schools, and the publicity thus attained was decidedly worth while. The results are difficult to measure, but there seems to be a nation-wide movement to revise State laws and improve conditions.

In December conferences on education of different groups of States were held. These were called by the Commissioner of Education for the purpose of discussing the most important and pressing needs of education from the standpoint of the citizens who own, support, and use the schools, rather than from that of professional educators. At these conferences set speeches and formal proceedings were avoided, but important phases of education were discussed. The first thirty minutes of each conference was devoted to a brief statement of recent progress and contemplated legislation in each of the States of the conference group.

The Bureau of Extension of the University of North Carolina has established a new division called the "Division of Design and Improvement of School Grounds," and is under the immediate direction of Dr. W. C. Coker, Kenan Professor of Botany and Director of the University Arboretum, and Miss Eleanor Hoffman, who will serve as secretary of the division and field worker. One of the purposes of the division is the giving of direct assistance through personal help of Miss Hoffman to any school that desires help.

The State Department of Education has offered the services of an expert for this same purpose. Surely the school grounds of North Carolina now have a better chance, and the bare, ugly school grounds will be transformed.

A bulletin on *The Eyesight of School Children,* by J. H. Berkowitz, contains valuable material on defective vision as related to school environment, and methods of prevention and correction, and should be read by all the teachers of North Carolina. It states that schoolrooms which are incorrectly lighted cause much defective eyesight. Much emphasis is placed on the arrangement of schoolrooms with reference to the direction and amount of light. A needed standardization for schoolhouse planning and construction is suggested as a protection against the eyesight of the school children.

In the report by the State Educational Commission, Public Education in North Carolina, the section on Building and Equipment, describes vividly the rural schoolhouses, gives pictures, and brings out

the fact that North Carolina schoolhouses have been built with no regard for proper lighting. This section and the bulletin referred to could well be read together.

Administration and Supervision of Village Schools is the title of BULLETIN No. 86, 1919, from the Bureau of Education. As there are more than ten thousand villages and towns in the United States having a population less than 2,500, there is a need for careful study of the educational opportunities in these villages, therefore this bulletin has been prepared for the purpose of having more detailed studies of the special needs and opportunities of village schools, schools in agricultural, mining, and mill districts. The village school should be a community school serving the farm child as well as the village child; it should be administered by a township or a county board of education; the course of study should be based on the life of the community and include music, art, physical training, home economics, and manual training; provide a high school education for the children; have a kindergarten in every village. The school grounds should constitute about ten acres and may serve as the village park; the school buildings should contain regular classrooms, auditorium, library room, laboratories, kitchens, and shops. A library is a necessity in every community and it should be connected with the school.

The Report of the Commission of Education for year ending June, 1920, is in brief form and contains in a brief summary the important phases in the educational work of the United States, and, also, in condensed form a statement of the activities of this bureau. Since the war the higher institutions have been attempting to adjust themselves, because it has brought about an increase in the student body and therefore called for an increase of the number of the faculty members. This demand has caused financial embarrassment because the budgets of the institution allowed little expansion; as a result from this increase of the student body, classes have been much larger so the character of the work has been handicapped.

Attempts are being made to measure the primary children up to a new standard. Retardation, it is stated, has never brightened the child's intellect; we should ascertain his power of competency and give him the proper stimuli in the public school course, which will develop his superior ability. A definite problem that has arisen is

teacher shortage and obtaining efficient teachers. The States are now at work upon the problem of salary schedules and consolidation of schools.

There are widespread efforts to make training for citizenship both universal and effective. Among the topics we find: (1) Provision for continuous civic training through all the years of school life and (2) organization of civic training and instruction, especially in the elementary grades. One of the most powerful influences for civic training is the acquisition of the suffrage by women.

The Bureau of Education is an agency of information, of advice, of research, of organization, of opinion, and of propaganda. The five lines of work that the bureau has been carrying on were: (1) to gather and disseminate accurate and comprehensive data; (2) to serve as a clearing house for the best opinions on educational matters; (3) to advise with persons interested in education; (4) to promote desirable educational tendencies; and (5) to conduct and direct experiments in education.

SCHOOL LIFE reports the *Simultaneous Conferences on Rural Education* held at Whitmell, Va., and at Farmville, Va. The Farm Life School at Whitmell is a consolidated school in charge of twelve teachers and the building has all modern equipment. A "better schools parade" was given at the Whitmell conference. The addresses of the many prominent speakers heard at the conference had special reference to improvement of rural schools and country life. Their program for betterment includes the following: a minimum school term; adequately prepared teachers; if there are no consolidated schools, making the one-teacher school as good as possible by having a good teacher; a teachers' home and a demonstration farm; an all year session of schools adapted to local conditions; cooperation of public schools with the community; free public libraries; a high school education possible for the country boys and girls that will not sever their home ties. They are also striving to adapt studies to the lives of people in these ways: To change the course of study to bring this adaptation about; to eliminate illiteracy; to have better civic and to give patriotic instruction to make better citizens; to conserve rural health; to secure good roads; to help meet the needs of the farm women; to secure Federal aid in coöperating with the States to carry out the foregoing program to its greatest success.

A Platform of Service, an editorial in THE JOURNAL OF THE NATIONAL EDUCATION for January, states that the purpose is to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States. Some of the things which this platform stands for are:

1. A competent, well-trained teacher, in hearty accord with American ideals, in every public school position in the United States.
2. Increased facilities for the training of teachers.
3. Such an awakening of the people as to insure just compensation, social recognition, and permanent tenure on the basis of efficient service.
4. Thorough investigation of educational problems.
5. The establishment of a department of education.
6. Every teacher should be a member of a local teachers' organization, a State teachers' association, and the national education association.
7. Equal salaries for equal services to all teachers of equivalent training, experience and success.
8. Coöperation with other organizations.
9. The Association is committed to a program of service.

A National Program for Education, in the same number, by George D. Strayer, gives a summary of the work by the Commission on Emergency in Education. They have devised a plan for clearing schools of confusion and congestion, and also have made a program through which the outstanding defects of public education as revealed by the war might be remedied. It presents a plan for field secretary and the enrollment of active members in the association. Through a publicity campaign carried on in the magazines, the officers of the association have developed earnest coöperation in support of measures for recognition and more adequate support of education. Through a program sent out, they have tried to show American people the need for a national program which would give every boy and girl an opportunity of education in terms of professionally qualified teachers.

THE CRAVEN COUNTY SCHOOL NEWS is a live sheet full of interesting material, not only for all the teachers of Craven County, but for any teacher.

ALUMNÆ

Alumnæ Editor, Grace Smith

Meeting of the Pitt County Chapter of Training School Alumnæ
Reported by Christine Johnston, Secretary

The Pitt County Chapter of the Training School Alumnæ Association met at the Training School on February 12th, at 2 o'clock. We had a splendid meeting, with thirteen members present.

Mrs. C. M. Warren (Marguerite Davis, '12), was elected president to succeed Mrs. Leland Stancill (Luella Lancaster, '14), who resigned in the fall. Christine Johnston is secretary.

It was decided that the Pitt County Chapter act as the Finance Committee for the entire Alumnæ Association, as we are better able to keep in touch with the Training School. Special plans were suggested for our future work. We hope to be able to make arrangements for some artist to give a recital during commencement.

After the business meeting Mrs. Beckwith and Miss Graham served delightful refreshments.

It is hoped that at our next meeting more members will be present to help us carry out our plans.

Mrs. Lela Deans Rhodes, '14, is teaching in the New Hope school in Wilson County, five miles north of Wilson. This school is the result of the consolidation of the schools in Taylor's Township, Wilson County, with a part of Nash County. They now have a four-teacher school and Lela is principal. They are using two trucks to bring the children to school. In the near future they hope to have a well furnished brick building. For the present they are using the old building and two portable school rooms, but as this does not give enough room, they are sending all pupils above the sixth grade to the Wilson High School.

Gladys Warren, '16, is teaching in the Dunn School. She is teaching public school music and piano. This is the first year that they have had public school music in the school. If any of you should like to know how this work is organized, write to Gladys and she will be glad to go into detail. Gladys is indeed proud of her Glee Club. On December 3rd the Club presented a play in Dunn.

From a part of the proceeds they purchased about $77.00 worth of chorus books for the school. On January 17th Gladys' father died, and she was called from school for several weeks.

Katie Lee McLean, '19, is teaching at Mt. Gilead, and Mary McLean, '19, is teaching at Hamlet. They say: "Teaching is a great profession, and we are glad to be in it."

Bloomer Vaughn, '16, is teaching at Aventon, in Nash County.

Marjorie Pratt, '16, spent the Christmas holidays with her brother in Annapolis, Maryland.

Mrs. Clifton Edwards (Mary Lee Gallup, '19), is teaching in the first grade in the Evans Street School at Greenville.

Blanche Satterthwaite, '17, is teaching in the Sand Hill School in Lenoir County.

Lallah Pritchard, '13, who recently taught in Morganton, in the school for the deaf, is now at her home in Swansboro, having been called there on account of the death of her father.

Irene White, '15, is now teaching in the school at Conetoe.

Ruth Lowden, '19, is teaching in the Richland school.

Connie Bishop, '15, is not teaching now, but is staying at her home in Wilson.

Ethel McLawhorn, '18, is teaching the first grade in the school at Grimesland.

Mrs. Elizabeth Speir Davenport, '19, is teaching in the school at Winterville. Several of the smaller schools have been consolidated and trucks are bringing the children to this school. Now the Winterville school is large and flourishing.

Bess Tillit, '18, is again in the Fountain School, teaching the fourth grade. Fountain has an excellent new building and has taken in two of the small schools near by. Leona Tyson, '19, is teaching the sixth grade in the same school.

Mrs. Katie Sawyer Jackson, '15, is teaching the first and second grades in the school at her home, Jacksontown, Pitt County.

Laura Newton, '19, is again teaching in the Grifton school.

Ruth Proctor, '15, is teaching in Rocky Mount.

Annie Bridgman, '18, is teacher of sixth and seventh grades in the school at Swan Quarter.

Lillian Cole, '19, is teaching in the Model School in Greenville. She is filling the position made vacant by the resignation of Martha Lancaster.

Emma J. Brown, '15, is teaching sixth and seventh grades in the Enterprise School, near Edenton, in Chowan County. Her two

grades gave an entertainment about a week before Christmas. They made $34.60, which they expect to pay on their desks.

Mary Wooten, '17, is teaching in the school in Rich Square.

Mrs. Daniel Lane, formerly Juanita Dixon, '11, is living at Stantonsburg, N. C.

Mary Outland, '18, is teaching in the Chowan High School.

Mary Newby White, '13, is teaching in the graded school in Rich Square.

Annie Grey Stokes, '19, now Mrs. Walter Burden, is teaching sixth grade in the school at Windsor.

Lois Hester, '19, is teaching in the primary department in a school near Nelson, Virginia.

Vera Bennett, '19, is teaching in the school at Oriental.

Lucy Barrow, '19, is secretary to Dr. J. Paul Frizelle, in Snow Hill, N. C.

Marie Winslow, '19, is teaching in the fifth grade in the school in Oxford.

Estelle Moore, '18, is staying at her home in Atkinson, keeping house for her father.

Lyda Tyson, '19, is again teaching first grade in the Jacksonville Graded School.

Virginia Spencer, '19, is teaching in the school at Rosemary, N. C.

Loretta Joyner, '17, is teaching in the school at Jackson.

Catherine Lister, '19, is also at Jackson, but is not teaching.

Ina McGlohon, '19, is teacher of third grade in the High Point School.

Mary Tucker, '19, is teaching the second grade in the school at Hertford.

Viola Dixon, '13, is teaching in Shelby.

Lottie Futrelle, '19, is teaching in the school at Rehobath.

Fannie Bishop, '18, is teaching at Ransonville.

Addie Newsom, '19, is teaching in the Knightdale School.

Nell White, '16, is teaching in the Edenton High School.

Julia Elliott, '17, is still at Quinerly's, near Grifton.

Ruth Hooks, '19, is teaching in the school at Grifton.

Louise Mewborn, '18, is staying at her home in Grifton, but is not teaching.

Helen Stewart, '20, and Ruth Whitfield, '19, are teaching in the Dunn Graded School. Ruth has a section of the first grade.

Mrs. Penn Lane, formerly Blanche Kilpatrick, '19, who now lives in Dover, has a daughter.

Mrs. Claude L. Owens, formerly Gertrude Boney, '16, has a daughter. They are now living in Fountain, N. C.

Mrs. E. W. Hellen, formerly Christine Tyson, '15, is keeping house in Greenville. She has a son, Earl, Jr.

Lizzie Stewart, '17, and Louise Smaw, '16, are teaching in the school at Louisburg. Lizzie is teaching in the second, Louise in the fifth.

Elizabeth Wagstaff, '19, is teaching near Louisburg.

Mrs. Mary Cowell Weyer, '17, is teaching in the school at Hassel.

Katherine Boney, '19, is teacher of the fourth grade in the school at Hickory.

Olive Lang, '18, is teaching at Spring Hope.

Eva Stegall, '19, is teaching in the Bunlevel School.

Ava Craven, '16, is teaching in the second grade in the school at Morven.

Rebecca Pegues, '18, is teaching the first grade at Hamlet.

Blanche Atwater, '18, is again teaching in the school at Fremont.

Fannie Grant, '17, is teaching in the school at Weldon.

Mrs. Mary Moore Nobles, '13, is living at her home near Greenville.

In the schools of Winston-Salem there are seven Training School graduates: Marguerite Hensley, '20, is teaching the third grade, B section; Elizabeth Southerland, '16, is teaching third grade, A section; Pattie Johnson, '15, is teaching the second grade. Hattie Weeks, '13, Sophia Jarman, '18, Mary Secrest, '16, and Gladys Nelson, '18, are also teaching in the schools of Winston-Salem.

India Elliott, '18, and Helen Elliott, '20, are teaching in the school in Vanceboro. India has third grade and Helen has first.

Helen McLawhorn, '19, is teaching fourth and fifth grades and also Palmer writing in the Stantonsburg school.

Georgia Keene, '16, has been quite sick in the hospital at New Bern.

Nellie Blanchard, '19, is teaching at Oxford, N. C.

Emily Gayle, '14, is teaching in the Appalachian Training School, at Boone, N. C.

Janet Mathews, '15, married Rev. B. M. Lackey, and they are making their home in Raleigh, N. C.

Mrs. S. J. Hawes, formerly Lena White, '13, is teaching in the school at Atkinson.

Among those who have been married recently are:

Annie Hardy, '14, to Mr. Tongue, of Raleigh, N. C.

Edna Stewart, '15, to Mr. Junius Young. Edna is teaching in the Durham school.

Ethel Finch, '15, to Mr. T. G. Worthington, of Ayden.

Rosa Mae Wootton, '14, to Mr. Moore. They are keeping house in Wendell.

Effie Baughm, '17, to Mr. V. D. Strickland. They are living in Rich Square.

Mabel Davis, '15, to Mr. J. W. Worley. They are making their home at Pink Hill.

Vera May Waters, '15, to Mr. Hayward Wilson, on December 15, 1920.

Mamie Walker, '19, to Mr. C. M. Jones. They are living at Rocky Mount.

Mary Leona Patterson, '19, to Mr. Bruce Exum.

Camille Robinson, '18, to Mr. R. Willoughby. They are living on their farm near Greenville.

Lucy Buffaloe, '18, to Mr. J. R. Davis. They are living on the farm near Fayetteville, N. C.

Lucy Jenkins, '18, to Mr. James Allen. Their home is near Greenville.

Lula Ballance, '18, to Mr. Lamb, of Elizabeth City, N. C.

Mattie E. Paul, '18, to Mr. Armfield. They are living at Elkins.

Sadie Thompson, '18, to Mr. Claude L. Watson. They are living in Wilmington, N. C., on Dock street.

Marion Alston, '14, to Mr. Bourne, of Tarboro, N. C.

Letha Jarman, '19, to Mr. J. M. Bryan, of Burlington, N. C.

Callie Ruffin, '20, to Mr. Paul Worsley, of Rocky Mount, N. C.

SCHOOL ACTIVITIES

Y. W. C. A.

Vesper services, since the last number of the QUARTERLY was sent to press, have been very interesting.

Mr. H. E. Austin, at one of these services, had a heart-to-heart talk with the girls on the subject of the "Great Book," showing the value of the Bible and measuring our appreciation of it. This was made vivid by the story of Josiah and the finding of the Bible after it had been lost many years, and his pertinent question, "Is your Bible lost?"

Mrs. Mary Steidley, who during the McLendon evangelistic services in Greenville, visited the school frequently, and exerted a fine influence, did much good in creating interest in Bible study by the class she conducted in the fall.

The people of the town were fortunate enough to secure her services for three weeks. In the mornings she had conferences with the high school pupils and helped with the question of recreation. In the afternoon and evening she conducted Bible study classes and held conferences with the men and women of the town.

The students of the Training School, as well as the people of Greenville, were benefited by Mrs. Steidley's stay in the town. She conducted the vesper services several times. Her talks were heart-to-heart talks and seemed to come straight from above. The girls went eagerly to her with their troubles.

Mrs. Goode, who was also of McLendon's evangelistic party, entertained the girls at their Y. W. meetings with her playing. She remained in town to teach music.

The music department, during the quarter, presented a delightful musical program, consisting of choruses, piano solos and duets, a violin solo, and several vocal solos.

Miss Elsie B. Heller, South Atlantic field secretary, spent several days in the school, meeting the different committees and giving suggestions for their work during the coming year. She gave an excellent talk one evening on the "Purpose of the Y. W. C. A." This was illustrated by incidents of her experience and was emphasized by questions.

Mrs. S. J. Everett, one of the leaders in the Immanuel Baptist church and a member of the Board of Trustees of Meredith College, delivered a message on "Using What One Has."

On the last Sunday before the Christmas holidays was presented a pageant representing the visit of the shepherds and wise men to the Christ child. After the pageant the audience gathered around a Christmas tree in the West Dormitory and sang Christmas carols and received cards of greeting.

Mr. S. B. Underwood, who is the popular teacher of a Sunday school class of Training School girls, as well as a member of the faculty, always has a live message. His theme for vesper services was "The Still Small Voice." He told the story of Elijah and his talk with God, and then begged the girls to get alone once in a while to "serenade their souls."

The visits and talks of Dr. and Mrs. Eugene Turner, missionaries from China, were a great inspiration to the Y. W. C. A. of this school. He gave a clear explanation of political affairs in China, which led to a better understanding of China, and therefore a greater appreciation of her struggle toward progress. "China places America at the very top in her affections," he said, "and China is worthy of the interest of America today as never before."

He showed how the "indemnity scholarships," started by John Hay, had been responsible for the friendly relations between the two countries. Ever since then these students have been coming to America and absorbing American ideals like sponges absorb water, and carrying back the spirit of progress and service, which has had far reaching effect in China. One of these students will be found at the center of practically everything of importance that China does, until their ideals have percolated throughout the vast country. Every representative at the Peace Conference was a man trained in a Christian college.

His talk made the students realize they were indeed a part of a great world movement.

On the following day Mrs. Turner gave a very interesting talk on the people of China, telling her experiences and giving stories of Chinese girls so that the girls here might know how to sympathize with and appreciate the work of the Chinese girls.

Mr. C. W. Wilson in his text, "The material of which a life is builded," clearly brought out the idea that kind deeds are the materials one must furnish to God to build infinite monuments.

In his theme, "The very last vesper service," Dr. Shamhart brought out clearly the idea of preparedness. He urged the girls to so trim their lamps that they might ever shine brightly.

The senior class gave a good program on the subject "Love." A full account of this will be found in Senior Class News.

The girls were deeply touched by the message brought by Rev. Walter Patten. His call for those who had accepted the love of God was answered by many.

At last the Y. W. C. A. has a rest room in a convenient place! It is in one of the new rooms in the basement of the Administration Building, near the scenes of work, yet like a haven of rest, where the girls can come into an atmosphere of peace and calm, and may slip off and relax before going on the next class. It has been attractively and comfortably furnished with chairs and tables, thus providing a cozy place to study, chat with friends, rest, and read after school, before school, between classes or on Sunday. The girls, who "just love" a nice rocker and a chat at the same time, very much enjoy the pleasure which they are able to get in the rest room, especially on a cold day, when they may look out through the lovely curtains upon the cold world outside.

On the tables are magazines and books, while on the walls are attractive pictures which the Y. W. C. A. has collected from year to year and bulletins. The bookcase is full of books on the Y. W. C. A. and its work, mission, and Bible study.

This room is not always for pure rest, but for recreation as well. It is an ideal place for informal teas, committee meetings and gatherings of small groups.

The opening of the rest room was celebrated by an informal tea given by the social department. Judging by the laughter and the happy, smiling faces of the girls as they came out, this first tea was a real success, a true sign that the girls appreciate the room.

The Mission Study classes this term have been unusually full and successful. The students seem to realize that they need to know more about the foreign nations and their needs and that those classes give them this opportunity. The girls are divided according to their classification in school, each section having a class of its own. Members of the faculty are leaders of these classes. The school authorities realizing the importance of these classes set a special time for them. Every Tuesday evening from 6:30 to 7:15 is set aside for these classes.

The interest of the girls was shown in the remarkable attendance on these classes, and also in the way they responded to the work. The attendance has been better this year than it has ever been.

Mrs. Beckwith and Miss Jenkins were leaders of the senior classes and the subject was "Faiths of Mankind," the chief religions, Brahmanism, Buddhism, Mohammedanism, etc.

The three sections of the junior class were conducted by Misses Harding and Collins and Mr. Meadows. The subject was "Ancient People at New Tasks." The subject of the "B's" was "Women Workers of the Orient," led by Miss Goggin. The "A" class, with Miss Gorrell as teacher, studied "Marks of a World Christian."

Mr. C. W. Wilson volunteered his services as teacher of a Sunday School Pedagogy class in which the members acquired a helpful knowledge of how to teach and supervise a Sunday school, which they might carry out to the community in which they are engaged as teachers. The girls were very much interested in the work. A full account of this is given elsewhere in the QUARTERLY.

The girls on each hall of the dormitories gather once a week to study the Sunday school lesson for the following Sunday. Mrs. Beckwith meets with the leaders of the halls and gives suggestions for teaching the lesson so that there may be unity in all the classes. In these study lessons the girls take part in the sentence prayers and in working out solutions to the problems which arise.

The Training School girls have attended Sunday school in town better this year than ever before. They have helped out in the musical programs of the various churches, being called upon frequently for solos, duets, and choruses.

Poe Literary Society Entertains the Laniers

On the evening of November 30th the Poe Literary Society entertained the Lanier Literary Society with a presentation of four scenes from "Twelfth Night." The following is the cast of characters:

Duke Orsino.....Pattie Hunter
Viola .....Helen Bahnson
Olivia .....Annie Laurie Baucom
Sir Toby.....Millie Everett
Feste, the Jester.....Nell Pappendick
Maria, Olivia's lady in waiting.....Margaret Hayes
Malvolio, steward in Olivia's house.....Julia Taylor
Ladies in the household of Olivia—Sara Smith, Irene Smith, Melissa Hicks, Myrtle Holt, Wilma Burgess.
Attendants upon the Duke—Camilla Pittard, Ruth Dean, Grace Jenkins, Gladys Arnold, Viola Rimmer.
Attendants upon Sir Toby.....Doris Tripp, Mary Sumner

The scenes selected for presentation were those which showed the romantic character of the Duke and the sweetness and beauty of Viola's character. Pattie Hunter interpreted well the character of the Duke and gave a beautiful reading of the lines. In the role of Viola, Helen Bahnson portrayed well the deep, unselfish devotion of a woman's love and her loyalty of friendship. The proud and beautiful Olivia, the Puritanical Malvolio, the mischievous lady-in-waiting Maria, the jovial Sir Toby, and the keen witted jester were well represented by those taking these respective parts. The ladies in waiting in their dainty costumes and the attendants upon the Duke added much to the artistic effect of the scenes.

The costumes were rich and elegant and in keeping with the picturesque attire of Shakespeare's time.

On Tuesday afternoon following, the End of the Century Club and a few other friends, were guests of Miss Muffly, director, at a repeated performance of this presentation. The members of the Club and other guests expressed much pleasure in the performance and great appreciation of the good work done by the cast.

Lanier Society Presents Play

The Lanier Society presented the play entitled "Standish of Standish" on December 13th. The play was for the sake of celebrating the Tercentenary of the Landing of the Pilgrims. The vividness of the play and the charming performance of the players made the audience live through the hardships and love-making of the Pilgrims, but the trials did not seem so bad when lightened by the wooing. The quaint costumes and the setting of the stage were very effective. The cast of characters were as follows:

Priscilla ..... Maebelle Privott
Mary Chilton, Priscilla's companion ..... Elsie Wilson
John Alden ..... Emily Langley
Miles Standish ..... Gladys Monroe
Madam Brewster, the Mother of the Colony ..... Elizabeth Bahnson
Bradford ..... Lillie May Dawson
John Howland ..... Elfye Holloway
Squanto, the friendly Indian ..... Lydia Furser
Rose Standish ..... Alice Best

Desire, the comedy part, was played by Blanche Harris. Miss Aileen Jones sang beautifully two solos, between the first and second acts. The Lanier Glee Club, composed of Misses Aileen Jones, Josie Dorsett, Sallie Belle Noblin, Leona Johnson, Pauline Matthews, Lucy Goodwin, Miriam Burbage, Ethel Clements, Annie Lynn McGuirt, Rosa Deans, Margaret Beasley and Sadie Myers, sang between the second and third acts, the English song, "The Lass With the Delicate Air." They were dressed in Puritan costumes.

An interesting program given in pantomime on "Mother Goose Jingles" and a few "Fairy Tales" was rendered by the girls. These were: (1) "Jack Be Nimble," "Little Jack Horner," "Little Miss Muffett," and a number of others; and (2) "Little Red Hen," "The Three Bears," and others. A contest was a part of the fun. The names of the jingles and stories were not announced and the members of the society guessed what each was.

A Sidney Lanier program was given in celebration of his birthday. The program consisted in giving reports on the life of Lanier and on his works. Some of his poems were read and the music was suitable for the occasion. Poems were read by Augusta Woodward and Marion Hodges; "Work as a Poet," Elizabeth Vaughn; "Early Life of Lanier," Ruth Poindexter; "Home Life of Lanier," Annie Ruth Joyner; vocal solos, Josie Dorsett and Leona Johnson; quartet, Aileen Jones, Lucy Goodwin, Maebelle Privott, Rosa Deans; and an instrumental solo, Kathleen Jones.

Classes

SENIORS

A public piano recital was given by the Seniors on January 31st. The music was greatly enjoyed by the audience. The program was as follows:

PART I

Brahms—Hungarian Dance (two pianos) . CARRIE EVANS and HELEN BAHNSON
Lack—Valse Arabesque . . . . . HELEN WATSON
Perry—Highland Laddie . . . . . RUTH DEAN
Dinee—Hide and Seek . . . . . PATTIE HUNTER
Barbour—The Wooden Shoe Dance . . . . . AUDREY PARKER
Jeffrey—Cradle Song . . . . . HELEN BAHNSON
Gautier—Le Secret . . . . . BLANCHE CANNON

PART II

Bizet—1st Menuet from L'Arlesienne (two pianos) . . . . . { MABEL THOMAS, ETHEL CLEMENTS
Grieg—Norwegian Bridal Procession . . . . . ALICE BEST
MacDowell—Shadow Dance . . . . . CARRIE EVANS
Chopin—Prelude—Op. 28, No. 15 . . . . . MABEL THOMAS
Schumann—Hunting Song . . . . . ELFYE HOLLOWAY
Wollenhaupt—Etude in A Flat . . . . . ELFYE HOLLOWAY
Beethoven-Rubenstein—Turkish March (two pianos) . . . { HELEN WATSON, ALICE BEST

On Lincoln's birthday, at assembly exercises, one section of the class presented to the school a program showing how the President and Vice-President of the United States are elected. The program was in the form of short reports and dramatized episodes.

Helen Croom was "Mistress of Ceremonies."

The program was as follows: Report, "How the Electors are Chosen," Lucile Carlton; dramatized episode of electors casting their votes at Raleigh; report, "How the Electoral Votes are Carried to Washington," Ethel Clements; report, "What Was Done About the Electoral Votes that Were Late," Marion Hodges; report, "The Scene at Annapolis, Md., When the Electors Cast Their Votes," Sallie Belle Noblin; dramatized episode of counting out the electoral votes at Washington, D. C., in presence of both houses of Congress; the program was concluded by singing "America."

The annual Senior Y. W. C. A. program, held on February 13th, was on the subject of "Love." The following program was rendered:

Song—Love Lifted Me.....Class
Scripture Reading—1 Cor. 13.....Josie Dorsett
Solo—Oh, Lamb of God.....Aileen Jones
Reading—The Greatest Thing in the World.....Ruth Dean
Piano solo—Berceuse.....Alice Best
Reading—Love for our Fellowman.....Camilla Pittard
Vocal duet—Love Divine.....Josie Dorsett and Nell Pappendick
Story—Line of Golden Light.....Ethel Brothers
Piano Solo—Barcarolle.....Mabel Thomas
Hymn—Oh, Love That Wilt Not Let Me Go.....School
Closing Prayer.....Mary Daniel

One of the Greenville papers has this to say of a Sunday school class taught by one of the Seniors:

"There is a class of boys taught by Miss Helen Bahnson and the real work that they are doing in the class room is worth noticing."

Junior-Senior Reception

A lovely Valentine Party was given by the Junior Class to the Senior Class. It was one of the most beautiful and brilliant social affairs ever given in the school. The dining-hall was effectively decorated in festoons of red hearts suspended from the ceiling, potted plants and other attractive decorations.

There was a long receiving line, composed of officers of the class: President and Mrs. Wright, Professor and Mrs. Wilson, Mr. and Mrs. F. C. Harding, Dr. and Mrs. Laughinghouse, Mr. and Mrs.

Meadows, Mrs. Beckwith, Mr. and Mrs. Underwood, Mr. J. H. Rose, and others. Some of the members of the faculty assisted in the entertainment and serving.

Punch was served to the guests immediately after their arrival. The entertainment for the evening was varied enough to make the evening seem to fly. The first contest was one to see who was the best shot at Cupid. The Senior Class was divided into two sides, each side choosing champions, and the side making the best hit in shooting at a heart was awarded the championship. Miss Helen Watson was proclaimed champion and given the bow and arrow as a prize. In a guessing contest, Miss Clara Mildred Todd was the winner. These prizes were awarded by President Wright and Mr. F. C. Harding.

The special feature of the evening that attracted most attention was a performance of sleight of hand tricks by Mr. A. F. Bowen, Bursar of State A. and E. College, who has an enviable reputation as an amateur magician. He made money disappear and reappear, water take the place of rice in bowls and did many other things that amazed and mystified his audience. Perhaps the most popular trick was the clairvoyant trick of the writing on the slate.

Six couples from the Senior Class danced the minuet. There was singing and informal dancing between the splendid features of the evening.

The refreshments were served in a unique and exceedingly attractive manner. The guests were lined up in couples facing each other, and the Juniors marched down the center of the line, each one bearing a plate of cream with a tiny red candle in a red heart candlestick. The light had been turned low, leaving the candles for the light. They made a soft, rose glow and the girls, in their evening dresses in light shades, made a lovely picture in the glow of the candles.

The class officers and the various committees who worked with them deserve great credit for their success in giving one of the most attractive Junior Senior receptions ever given in the school. There are a hundred and thirty-six members of the Junior Class, and eighty-six in the Senior Class.

JUNIORS

President ..... Leah Cooke
Vice President ..... Carrie Lee Bell
Secretary ..... Lucy Andrews
Treasurer ..... Louise McCain
Critic ..... Marie Lowry
Doorkeeper ..... Marjorie Waite

The Junior Class entertained the "A" Class by giving the following program, which was a negro minstrel, but in the guise of a Friday afternoon program in a negro school. It was a good show, the performers entering into it with "pep." Margaret Beasley, as Professor Crabapple, gave the introductory address, which was followed by the program: chorus by the school, " 'Liza Jane"; "then came a reading, "Turning Bed," by "Louisiana Evergreen," Annie Lynn McGuirt; recitation, "The Night Before Christmas," by "Abednigo Spitin Juniper," Frances Bradley; reading, "The Boy and His Ma at the Circus," by "Serena Threshwatery," Marjorie Waite; solo, "What It Takes to Make a Preacher Lay His Bible Down," by "Methusaleh Skipper," Hesse Gordon; composition, "Spooning," by "Winnie Jane Carbuncle," Sallie Minshew; reading, "A-courting," by "George Washington Isom," Neille McDonald; solo, "Hesitating Blues," by "Methusaleh Skipper," Hesse Gordon; recitation, " 'Lasses," by "Sallie Anna Gofetcher," Sarah McDuffie; recitation, "Facts," by "Methusaleh Skipper," Hesse Gordon; reading, "Crooked Mouth Family," by "Hepibah Fagans," Louise Buffaloe; the program was ended by a chorus, "Pray for the Lights to Go Out," by the school.

"B" Class		"A" Class
Maggie B. Dixon	*President*	Leona Johnson
Miliah Peele	*Vice President*	Hortense Mahone
Anna Belle Wood	*Secretary*	Mary Pittard
Ora Evans	*Treasurer*	Lutie Boone
Vera Miller	*Critic*	Laura Smithwick

The "B," or second year Academic Class, presented a beautiful Christmas program at their assembly exercises. The program was as follows:

Processional Hymn—It Came Upon a Midnight Clear.....Class
Bible Story—Birth of Christ.....Maggie B. Dixon
Van Dyke's Christmas Prayer.....Class
Van Dyke's Story of the Christmas Angel.....Lillie Belle Shepherd
Song—Holy Night.....A Group
Stories—Christmas customs and their origin..... { Annabel O'Neal / Anna Belle Wood
Class Song—(Sung as recessional.)

The A's and B's gave their annual musical recital on the evening of February 16th.

Strauss ..... March
Dora Mitchell, Sadie Meyers

Frime ..... Shepherd's Lullaby
Clara Dowdy

Schumann ..... Happy Farmer
VIDA CAHOON

Hoffman ..... Little Rogue
VIOLA RIMMER

Virgil ..... The Robins
SADIE MEYERS

Poldini ..... General Boom Boom
MITTIE WEST

Mozart ..... Serenade from Don Giovanni
VIVIAN RICE, KATHLEEN JONES
KANSAS HOOPER, LEONA JOHNSON

..... Vocal Solo
LEONA JOHNSON

Handel ..... Gavotte in B Flat
KANSAS HOOPER

Barbour .....Valse Melodique
DORA MITCHELL

Czernworsky ..... Cradle Song
VIVIAN RICE

Whiting ..... Spinning Song
KATHLEEN JONES

The officers of the Athletic League for 1920-21 are as follows:

President .....Emily Langley
Business Manager.....Elfye Holloway
Secretary .....Gladys Monroe
Sergeant at Arms.....Sallie Dell Robertson
School Agent.....Agnes Jones

A match game of basketball between the Seniors and Juniors was held on Thanksgiving morning. The score was 15 to 5 in favor of the Senior team.

SENIORS		JUNIORS
Rosalie Woodlief	*Jumping Center*	Alberta Morgan
Ruth Poindexter	*Side Center*	Gladys Monroe
Elfye Holloway	*Left Forward*	Myrtle Redfearn
Emily Langley	*Right Forward*	Lillian Gray
Mary Sumner	*Guard*	Hesse Gordon
Metrice Woodlief	*Guard*	Margaret Beasley

The basketball court has been made smaller as the players are now going by the new rules instead of the old rules, as they have done for a few years. New wooden backs have been placed on the court. The players are taking advantage of all good weather and are practicing well.

SCHOOL NEWS AND NOTES

Co-operative Drive for the State Institutions

The students of the North Carolina College for Women, the North Carolina State College, the University of North Carolina, and the East Carolina Teachers Training School, because of the critical conditions of these schools, decided that they would each send a representative to Raleigh on December 3d to make plans for letting the people of North Carolina know the conditions of the State schools. These representatives formed a central joint committee. This committee suggested a plan for reaching everybody in the State.

The representative from each school organized the students in his or her school into county clubs, with a chairman for each county. Each county chairman, before the Christmas vacation, sent articles to the papers in each county setting forth the facts about each school.

On December 27th the county chairmen from the different schools met in their home counties, canvassed the county, visiting especially the prominent men in the county, and sent a statement of the conditions of the schools to their county representatives in the Legislature.

Not only the county chairmen, but all students, informed their parents and friends about the present conditions of the schools, their needs, and what this means to the future development of the State, and through this they hoped that the assembly would appropriate more funds to each school. Not only do the students want the assembly to give more money to these four schools, but to the rural, deaf and dumb, blind, and schools for the feeble-minded.

The alumni of the different colleges held mass meetings in several of the larger towns for the sake of getting the public to realize the needs in these schools. Some of these meetings were very inspiring.

JOSIE DORSETT, '21

The Meeting of Mathematics Association

Misses Graham and McKinney represented the Training School at the N. C. Association of Teachers of Secondary Mathematics, which held its annual conference at the North Carolina College for Women February 4th-5th. Prof. J. W. Young, of Dartmouth College, who is chairman of the national committee on mathematical requirements, appointed by the Mathematics Association of America, was the chief speaker. The meeting was devoted to a discussion of the reports of the national committee. These reports call for rather extensive changes in the usual methods of arrangement and distribution of the material of high school mathematics. Wide-awake teachers are

anxious for a reform that will be sane and practical and the reports of this committee embody the ideas of the best teachers in America, who have thought over the question for years.

A number of teachers representing the high schools and colleges of the State were present. The women were entertained in the college. Invitations for the meeting next year were extended to the conference by Miss Maria D. Graham of the Training School faculty; Miss Mary Searle, of St. Mary's, at Raleigh, and Dr. A. W. Hobbs of the University.

Parents Entertained at Model School

The teachers of the Model School entertained the parents of the children at an informal tea at the school building. Each child wrote an invitation to his mother and father. Some of these were cleverly written in rhyme.

When the guests arrived they were taken in and served tea in the first grade room, and then visited the various rooms, and had an opportunity to meet the teachers and to see some of the work that had been done during that day and left on the board.

After this all assembled in one room and some important problems that need the coöperation of teachers and parents were discussed. A most enjoyable afternoon was spent by all.

Some of the important problems discussed were as follows:

1. The parents were informed of the Health Crusade which was to be started the following week. It was explained to the parents and their help for carrying it out was asked for.
2. Parents were told of the efforts being made to get the children to a point where they could read easily and therefore would read much.
   a. Standard reading tests to be given monthly in the grammar grades and the results to be posted in the grade room so the child can see his own progress.
   b. In order to promote outside reading it was decided to give a reading certificate at the end of school to each child that had read four books, the teacher, of course, checking up, in some way, the books read.
3. It was agreed that no child would ever be kept at school after 3:30. If he was he would take a note home explaining why or the parents would be phoned.
4. It was decided to organize a Parent-Teachers Association. A committee of three was appointed to act as nominating committee and to call the next meeting.

On the evening of December 16th the Model School presented a splendid operetta entitled "Under the Sugar Plum Tree." The story breathed the spirit of childhood in its happiest moods in make-believe land and appealed to the audience from the start to curtain. It was one of the most beautiful plays ever given by the Model School. The chorus work was good. There was action throughout the play. There were stars of more or less brightness in the solo parts and one or two real comedians. The children grasped the spirit of the play and entered into it with freedom and naturalness of action.

Miss Martha Dinwiddie, from national headquarters, spent a few days in the Training School in the interest of Health Education. She gave talks to the students on the essentials of health, showing them how to create an interest in health work among the children in the schools, and giving suggestions for teaching it, not as a separate subject, but as connected with other work.

She makes it very clear that if we do the right we need not worry about the wrong. Her definition of health is that it should give that abundance of life, overflowing with energy, that makes it a joy to begin a new day, and with such reserve force that it is not exhausted by the day's work. This is in contrast to the old idea of feeling that one must take care of himself to keep from suffering the consequences. The old idea seemed to be to keep out of bed and get through the day, and paid more attention to disease.

She gave six of the eight rules that are learned and followed by the children. These are: Take a full bath more than once a week; brush the teeth at least once a day; sleep long hours with the window open; drink plenty of milk and no tea or coffee; eat plenty of fruits and vegetables; and take plenty of play and exercise.

She showed how to present the necessity for each of these by showing the rewards for keeping them rather than the punishments for breaking them. She presented it as a game, with certain rules to follow.

The proctors of the Student Self Government Association for the winter term are as follows:

West Dormitory

West wing (up-stairs).....Julia Taylor and Jodie O'Briant
West wing (down-stairs).....Frances Bradley and Bertha Lawrence
East wing (up-stairs).....Ethel Clements and Norma Ward
East wing (down-stairs).....Mattie Hunt and Marie Lowry

EAST DORMITORY

West wing (up-stairs).....Charlie M. Barker and Augusta Woodward
West wing (down-stairs).....Millie Everett and Katie Yates
East wing (up-stairs).....Alice Best and Bettie Tunstall

The Association has presented the girls with a valuable hand-book in which the purpose, rules, and regulations of all the organizations are recorded. It follows the form of the Y. W. C. A. hand-book, but takes the place of that and gives much more information. The advertisements covered the cost of the publication.

The Saturday night moving pictures have become established and are greatly enjoyed by the girls. The pictures for this quarter have been as follows:

Dicken's "Martin Chuzzlewit"; Napoleon, "From the Consulate to St. Helena"; "Graustark," "The Raven," "Notre Dame of Paris," "The Diamond Necklace," and a few short industrial, historical, and geographical pictures of either one or two reels, such as: "The Making of Lace, Newspapers, Felt Hats," "Process of Irrigation," "Last Drop of Water," "America in the Making," and "A Visit to Pompeii."

Mr. Austin attended the annual meeting of the Masons in Raleigh.

Mr. Wilson was one of the speakers at a mass meeting in Wilmington, which was for the purpose of arousing the people to the need of educational institutions in North Carolina.

Mr. Wilson was also a speaker at the Parent-Teachers Association. The theme of his talk was "The Importance of the Child and the Great Need for Right Training as He is the Hope of the Future."

Miss Martha Lancaster resigned her position as critic teacher at the Model School and Miss Lillian Cole, of the class of 1919, took her place at the beginning of the winter term.

The N. C. State College band, thirty strong, gave a band concert on February 19. After the concert the young men of the band and a few from town were given a reception by the Senior Class.

The school will give two days holiday for Easter. The new term will not begin until after the holidays, March 30, as there will not be two breaks in work.

The Senior play will be given this year about the middle of April. It will be the charming French play, "Monsieur Beaucaire."

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The Training School Quarterly

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A. G. COX AND THE FIRST COTTON PLANTER

M. E. Jenkins

The story of the first successful cotton-seed planter, that of the A. G. Cox Manufacturing Company, the story of the prosperous little town of Winterville, and that of the public schools of Pitt County, are so closely tied together that they are all merely parts of the life-story of one man, A. G. Cox, the promoter, the founder, the builder, and the inspiration of each in turn. He is the inventor of the "handy tobacco truck," and of other farm implements. Durability, simplicity, and devices that save time, material and labor are the marks of his products.

His implements are markedly like himself. He is sturdy, strong, staunch, and as true and honest as the steel in his implements.

It has been forty-seven years since the first cotton planter was made, and only one was made that first year, but from that first planter until now there is a lifetime of achievement, industry, straight thinking and honest living. The story of the cotton planter is told below by Mr. Cox himself. It is a plain tale told simply, without any embellishments, without comment. "Read it and take it for what it is," is what it seems to say. "There is nothing here but just a lifetime working at the same job in the same place." Mr. Cox had repeatedly been asked to write out the story. When it came, there was so much between the lines to be read, so much of the strong personality of the man back of the cotton seed planter, so many things that had grown from this one simple useful farm implement and its manufacturer, we could not print it alone without comment and without something of the man who made the story and of his other work.

This account of the planter is as told by Mr. Cox himself.

"The cotton-seed planter has been in use in our country about fifty years, and although there are quite a number of different cotton-seed planters on the market, there is no cotton-seed planter we know of that has been in use longer than the Cox cotton-seed planter.

"The Cox cotton-seed planter was first used in 1874 by Mr. Sylvester Proctor, on the farm belonging to Mr. Alfred Forbes, who was a merchant of Greenville, N. C.

"The first planter was sold for $18.00 and only one planter was made and used the first year.

"John C. Cox was the inventor of this planter and at that time was the community workman in his neighborhood, who sometimes employed one laborer to help him, but all work was done by hand without the use of machinery.

"The result of the first planter was such that the inventor made five planters and put them in use during the planting season of 1875 and found that they did the most satisfactory work of any planter then known. After a most satisfactory test had been made, J. C. Cox became fully decided that it was a useful invention and began to arrange to get it patented.

"He learned of C. A. Snow, of Washington City, as a good attorney, so arrangement was made and a small model of the planter was made and sent to Mr. Snow, and on March 14, 1876, the first patent was granted.

"About this time his oldest son, A. G. Cox, who had been a helper around the shop, and had learned how to use the hand-saw and other such hand tools, as was used in such shops at that time, became twenty-one years of age, and was advised by his father to begin to plan his future life work. J. C. Cox, at that time, was getting old and of feeble health, and began to talk and plan with his son about the best course to pursue to develop the planter and get it into general use.

"Finally, the agreement was made that his son, A. G. Cox, who was then young and active, was to manufacture the planter and pay his father, John C. Cox, a royalty of two dollars on each planter made and sold. Without the use of machinery and with very limited means and experience, A. G. Cox began the manufacturing of the Cox Cotton Planter, and has not been led to put any improvement to the planter except by two other patents which he obtained. One of these was for the spring roller, which serves to pack the soil on the seed so they will come up better in dry weather. The other patent was for the irons that the lids are attached to, which helps to keep the seed dry when it rains and also assists when open to keep the seed from falling on the ground when they are being poured in the planter.

"The planter is still being made by the A. G. Cox Manufacturing a period of forty-five years, and are being sold in many different states of the cotton belt, and are still being operated with the most satisfactory results.

"These planters have been made continuously every year since for

Co., of Winterville, N. C., by improved machinery, and thousands of them are still in use every year and their reputation is still unquestionable."

As soon as I received this meager account of the planter, I determined I would go more deeply into the story. I had known that he was a "power in the county," as he was described to me. I had heard much of his work for education, but I wanted more from the man himself as well as what others say of him. So I saw him and had him tell me the story himself.

The story of the Cox Cotton Planter and of the man who took his father's invention, commercialized it, improved it and has carried it on for nearly fifty years since the first one was used; of the industry that has never been transplanted, that grew up in the woods and fields, cleared the fields, and made its way off from the centers of trade, is a story that grips.

He thought of going elsewhere to establish the factory, but his father said it was better for him to stay there. After he had told the story he commented, "I suppose it was better that I didn't move out. Providence seems to have been in it." Justice and honor and right have guided him. It is little wonder that this man had had his dream.

He foresaw from the first that he would be able to make a success of the venture after awhile. He bought up the land around where Winterville now lies, and gradually sold off farms and lots. He succeeded in getting a clause written into every deed for the land he sold which prevented the building of bar-rooms and the sale of liquor. He says Governor Jarvis helped him get this through. This was in a time when there were bar-rooms everywhere. The town grew up around the factory. First, the dwellings of those connected with the factory, then a store or two, and then a church and the school, until finally there was a town.

The story of how it became a railroad station is interesting. In the early days of the factory, the cotton-seed planters were hauled to Kinston, five miles off, and to Greenville for shipment. There was an agency in Tarboro and they were hauled through the country there.

The train stopped at a wood-rack, to get wood for the engine. Mr. Cox obtained permission to put freight on while the train was stopping. He would have everything in readiness. He made out his own bills of lading and did all the work himself. The conductor kindly assisted him. Mr. Cox applied to the commissioners for permission

to have the stop made into a regular station, with an agent, but they were not convinced that one was needed. Finally, the hint was given to him that if he would not do the work before the arrival of the train that he might convince others that there was sufficient work for an agent. He therefore waited until the train arrived and then held the train while he made out the bills of lading. The offices in Greenville and Kinston began to wire up and down to know what held the train. The result was that he was given an agent and henceforth this was a regular station with an agent and a depot.

When asked why the town was named Winterville, he smiled, as he told this story. He wanted a name that was suggested by the cottonseed planter or his own name, such as Coxville, Coxtown, etc., but all of them he sent seemed to meet with some objection. There was either another postoffice or railroad station of the same name or one so much like it that there was danger of confusion. He sent in name after name to the postoffice department. Finally he got a postal guide, then he took the names of a number of towns to which he had shipped planters; made out a list, keeping as far as he could from names that might be confusing, and sent the list to the postoffice department for them to choose one from. They chose the name of Winterville, which was the name of a town in Georgia. Soon after the new postoffice began operations, his mail began to go to Willardsville, for, as fate would have it, there was an A. G. Cox there, and one who had dealings with the same hardware wholesale houses. Here Mr. Cox told of incident after incident of the confusion that arose, over which he chuckled. Once when he was in Richmond, he went into an establishment with which he did business, and there he and the other A. G. Cox met for the first time.

He has been a member of the Pitt County Board of Education for twenty-two years. When he came on the board there was not a single two-teacher school incorporated in the county, not even in the town of Greenville. One of his favorite themes is the growth of schools and the improvement. He tells of the little log schoolhouses that were scattered far apart across the county, then of the changes and the filling in of the places between, the period of building schoolhouses. Now he is an ardent advocate of doing away with these same schoolhouses that once seemed to indicate progress, and of the consolidation of schools. He talks of trucks for getting the children to the larger and better school.

I met him in the office of the county superintendent of schools, just at the close of the monthly meeting of the board of education. He

never misses a meeting and he is the strong right arm of the county superintendent. He is always for anything that makes for progress. His mind was not lingering on the past and the achievements that many a younger man might have been satisfied with. He was looking ahead. He commented on the wonderful new ideas, such things as visual education. He had been advocating putting moving picture machines in the schools of the county. He said he didn't have much chance at good schools when he was a boy and he wanted others to get the chance he missed.

The Winterville High School, which for twenty years was the property of the Baptist Church, supported by two associations, brought many students to the little town. The school was one of those excellent high schools owned by the church, which filled in the gap of years between the old academy, which was passing away, and public high schools, which had not come. Mr. Cox did not consent for the school to be turned over to the State until he was convinced that it would be better as a State school than as a church school. This is the first year it has been a State high school. This school has been his pet. Never a day passes that he is not seen somewhere about the school. He sees things to be done and has them done. The superintendent and teachers look to him for help, whether it is to have a window fixed or to get more money for more teachers.

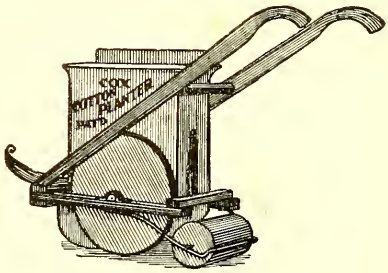
Years ago, during the period when schoolhouses were being built all over the county so rapidly, the question of equipment was a serious one to the board. They felt that the price of patent desks was prohibitive. Mr. Cox got to figuring and thinking and the outcome of it was that he devised a cheap, comfortable desk, which he could have made in his factory. These the county could afford. It is called the "Pitt County desk," and there was no idea they would ever get beyond the county. Other county boards were in the same predicament, however, and when they heard of the Pitt County desk they sent in orders. Then the fame went abroad and orders came in from four different states. The factory was not ambitious to go into the business of manufacturing desks, therefore they have never pushed them and have not attempted to improve it. They made them purely for accommodation. He tells that this cheaper desk has been replaced by more modern patent desks, thus showing his lack of self-interest in the question.

All of his manufactured products have seemed to grow out of the idea of helping people to get a good, durable, substantial implement that makes work easier and saves wear and tear.

The cotton planter grew out of the desire to replace with a better way the old, slow, tedious process of dropping seed by hand.

When asked if this was the first cotton-seed planter made, Mr. Cox replied that it was, so far as he knew, the first successful one. There were others in use to some extent, and for a time there was a little competition, but he hardly thinks they were considered successful for they were not in use long after the Cox Planter was put on the market. In later days there were others. At one time orders came from as far southwest as what was then Indian Territory, and the planters were sold in seven states. Now the states farther to the southwest evidently have planters nearer home.

Mr. Cox invented a tobacco truck for which there is great demand. "It is handy, durable, and cheap," and is named "the handy tobacco truck." This truck is for gathering the tobacco from the field to bring to the barn. At first it had shafts, but that was cumbersome, so a hook, or "link," was substituted and the horse is hitched to that.



The Simplex Guano Sower is a guano distributor, which he invented. It is made on somewhat the same principle as the cotton planter. It sows and covers the guano as it goes. The feed can be changed by means of a hand lever, and when necessary, can be cut entirely off without stopping the horse. "The Success Cultivator" is one that can be easily reversed to right or left and can be set at any angle. The plows are "made of the best steel." The "economic back band is durable, easy, and cool to the horse." "It will save enough in the wear of lines alone to pay for itself in one year."

For many years buggies were made by the Cox factory, but the automobile has done the same for this factory that it has for all other buggy factories. The wagon that is their special pride has wheels that are, according to the Cox standing, made for durability.

"This wagon, as the name implies, will stand more hard usage than any wagon we ever saw, because of the special superiority of

its wheels. The wheels are of our own make, and having both hubs and rims made of pitch pine or lightwood, the irons remain tight even in the dryest weather, and wheel is still solid when axles and tires are worn out. Often two or more sets of tires and axles are worn out to one set of wheels. Gears and bodies of these wagons are well ironed and strongly made, and we do not hesitate to say that no wagon of same capacity will endure more service than our "Tar Heel."

The quotation marks in the above are all from the advertisements.

His story is somewhat like the McCormick story, the father the first inventor and the son the one who carried the invention further, and put it on the market. Here is a captain of industry in a smaller way. Yet, if he had gone out where industries have a chance to thrive without the handicaps of location, he might have been as great as McCormick, who did go out. Perhaps that was the dream of the young man. But, after all, perhaps the hand of Providence was in it, as he said. To be a power among one's own kith and kin may spell greater success than being merely a captain of industry.

A REVIEW OF THE FIRST YEAR OF SUPERVISION IN PITT COUNTY

MACIE SOUTHALL, *Rural Supervisor*

Pitt County has had the service of a supervisor for the past seven months. The newness and bigness of the work, however, has caused such readjustment of previously formed plans that it has been difficult to carry out a definite program of activity. In fact, one person trying to serve 161 teachers in 63 schools is forced to be more of an inspector than a supervisor.

The following objectives have received the maximum of time and attention:

1. *Making a general survey of the county schools.* This survey was begun before the schools opened by a study of the qualifications of the teaching force. The teachers were graded as to academic and professional training, length of teaching experience, and grade of certificate held. The school registers of the past year were examined and the amount of work accomplished by the schools of varying length terms was noted for future reference.

In her first visits to the schools the supervisor made a record of existing conditions under the following heads: the size, condition, and equipment of the playground; the source and location of the water supply; amount and condition of schoolroom equipment; the lighting, ventilation, and seating arrangement of the respective rooms; the personality of the teacher and her attitude toward the work; and the organization of the school. From this the more obvious needs of the school were selected for immediate attention.

When the startling report of the N. C. Educational Commission was published, it naturally led to a comparison of conditions in Pitt County with those of the State. The similarity was very striking. The first grade was recognized as the biggest problem, since it contained nearly one-third of the enrollment. Since then there has been united effort to eradicate the causes of this congestion.

2. *Increasing the community activities of the rural schools.* The teachers have resolved that their school shall no longer be considered as a mere segment of the community, but shall function as a vital community center. To this end it was decided in a general teachers' meeting to enlist the interest and support of the people, by organizing them into Parent-Teachers' Associations. The number of organizations perfected has not been as large as had been hoped.

However, there are several vigorous associations that have rendered splendid service, such as furnishing wholesome recreation and amusement for the community, installing modern playground equipment, buying a musical instrument, clearing and draining school grounds, and providing library adequate to school and community needs. The Farmville Association has as its goal this year a thousand dollar library.

From last year's reports it was noticed that, while most of the schools had a library, very few pupils were reading. In order to encourage the use of the library and instill a love for good literature, the Pupils' Reading Circle Work was offered. From the library lists sent to the office a generous list of books containing subjects that would appeal to girls and boys at different ages was selected and sent to all the schools. The teachers explained the plan to the pupils and aroused their interest by giving them a short synopsis of the different books. Their interest was retained by using the reading done as a subject for oral composition. Many of the teachers keep a reading chart on the wall, so that all could see which books were being read, and by whom. From the reports that have come in, it is roughly estimated that over five hundred children will receive a Reading Circle Certificate this year. This has also awakened new interest in reading on the part of parents and enlisted their efforts in making money to provide more adequate libraries.

In order to motivate the practice of hygienic principles and form good health habits, the Modern Health Crusade work was introduced into the county schools. With the enthusiastic help of the teachers 1,773 children enlisted as Health Crusaders. With few exceptions they have all reached the rank of a squire, and there are several hundred knights. The improvement wrought by this work is not only evident in personal cleanliness, but with self-respect has come better school work, and efforts to improve the sanitary conditions of the home.

3. *Increasing the teaching efficiency of the teachers at work in the county.* This, of course, is the chief duty of the supervisor. At this time the teachers feel their need and gladly put into practice all principles and methods learned. The chief means to this end have been: personal visits by superintendent and supervisors; the Teachers' Reading Circle work done in the general teachers' meetings; and the observation and discussion of the work in the group center schools.

In the early part of the school term much thought was given to

making an economical distribution of the school time by making and using a scientific daily schedule. An effort was made to place the most important subjects at the best periods of the day, to give the correct allotment of time to different subjects, and to suit length of recitation period to the age of the pupils. Much time in teaching was saved by reclassifying the pupils and making combinations and alternation wherever it seemed wise.

On account of the importance of reading and the skill required in teaching, it was the subject selected for special attention this year. More emphasis is being placed upon silent reading, especially in the intermediate grades. Phonics and their application as a means for making independent readers has been stressed in the primary grades. To increase the accuracy and rapidity of reading many supplementary sets of readers have been made a part of the school library.

While the supervisor has made 185 school visits, or an average of three to each school, she does not feel that any time has been so well spent as in the group center schools. These, however, were not definitely selected until the last half of the year. In these schools programs were arranged to meet the needs of the visiting teachers, and to promote the teaching efficiency of the strong as well as the weak. The worth-whileness of these group meetings has been proved by the improvements observed in the schools of the visiting teachers. Next year more time will be given to this phase of the work and at least two meetings will be held in each center.

TO TEACH HEALTH IN CORRELATION WITH OTHER SUBJECTS

Martha D. Dinwiddie

Specialist in Health Education, Bureau of Education

Health teaching may be included in most, if not all, of the subjects taught in the public school. The aim of health education is to teach how to keep healthy, *i. e.*, have an abundance of life, which can be done by the formation of correct *habits*. This means constant reminding and checking up of these health habits.

A series of eight bulletins on health education are published by the Bureau of Education. In the first of these the appeal is for teachers to enlist for child health service. This statement is made: "It is estimated by the best authorities that three out of four children in this country are suffering from some physical defect which might be prevented or corrected. This means that there are, perhaps, 15,000,000 such school children in this country today." This shows the great need for health teaching. There are certain health essentials that should be emphasized every school day. These health rules are:

A full bath more than once a week.
Brushing the teeth at least once every day.
Sleeping long hours with windows open.
Drinking as much milk as possible; but no coffee or tea.
Eating some vegetables or fruit every day.
Drinking at least four glasses of water a day.
Playing part of every day out of doors.
A bowel movement every morning.

These are the eight rules of the game.

The first question is how to interest the children in playing the health game. For some the monthly weighing furnishes a strong incentive to follow the rules. They are eager to make the normal gain, or to bring their weights up to or down to normal, as the case may be. Others will observe the rules, boys particularly, in order to be strong. A mother had vainly been trying to get her boy to eat spinach and similar foods. One day he came home from school and ate spinach at dinner. He told his mother he had learned at school that day that it would help to make him strong. For still others, girls especially, the desire to be attractive will give a motive. In a high school where they had difficulty in interesting the girls, a beauty

club was formed with the rules of the game as its rules. They soon had wonderful results, the school nurse reported.

Below are examples of some of the ways in which teachers are introducing the health work in various subjects:

Arithmetic—Problems in this may be based on the weighing and measuring of the children, according to the grade. For example: (1) Mary weighs 63 pounds; she should weigh 75 pounds. How many pounds is she underweight? (2) What per cent is she underweight? (3) If Mary gains 2 pounds a week, how many weeks will it take her to become normal? (4) But Mary should gain normally one-half pound a month; then what would be her normal weight in six weeks if she weighs 75 pounds now?

English—Write health conversations. Write little plays and give them. Write jingles and rhymes. Example:

"If you would go early to bed,
As Henry Wadsworth Longfellow said,
You wouldn't be ill
And have to take a pill,
As so many children do still.

"If you would go early to bed
The thoughts would come quick to your head,
And in school or in college,
You'd get lots of knowledge,
If you would go early to bed."

BY 6-B GRADE PUPIL J. G.

Debates on health subjects may be given. In one school an effective debate was given on "Resolved, Tobacco is good for the body." Effective because of the results upon the boys themselves. This was done in connection with the hygiene class.

Reading—Health stories—Lessons to be learned from character or incidents. Example: A class was reading "Lady of the Lake" and the teacher asked why the warriors were so strong. The children's reply was that they climbed the mountains in the fresh air and they had to breathe deeply. Then the pupils applied it to themselves.

French, etc.—Translate health alphabet, or health rules, etc.

Art or Drawing, etc.—Make health posters, charts, etc., and a school might have a poster contest, using painting, drawing, water-color design, etc.

Music—Put health jingles to music. Sing health songs.

Hygiene or Physiology—Not only teach the parts of the body, but what we need to do to build them; what should we do to develop and take care of them. Example: Milk is the best of foods to furnish lime for the teeth and bones. It also has something (a vitamine) which helps the body to grow (*i. e.* stimulates growth).

Have a tooth brush drill to show how the teeth should be brushed. Ask the question, What foods help to make red blood?

Domestic Science—Have the problems definite. Example: Mary is 16 per cent underweight. What foods will help her best to gain? She is pale. What foods will help her to become rosy? What else should she do to become normal? Or, How can I keep my cheeks rosy and my lips red all the time?, etc. Girls in these classes may help teach the others in lower grades.

Story told by a sixth or seventh grade Domestic Science pupil to some primary grade children, exactly as she wrote it, without corrections, is here given.

The Carrot

"Now, girls, I am going to draw a picture and while I am drawing it I shall tell you a story.

"In the earth there are tiny bits of iron and since the carrot is the friend of children she has a fairy inside of her. Whenever Mary Carrot sees any iron she quickly snatches it, for she knows that iron is good for children.

"One day Mary Carrot sent some green leaves above the ground. Tom and Gladys's mother told them to pick a vegetable for supper. They saw the green leaves of Mary Carrot and pulled her up. They ate Mary Carrot and they liked her so much that they ate carrots every day. Their eyes grew bright their cheeks very rosy. Wouldn't you like to have bright eyes and rosy cheeks, and if so ask mother to cook them."

Spelling—Learn to spell and use words in health sentences and the like.

Geography—Products of places. What are their health value? How follow health rules?

Writing—Write health rules.

Manual Training—Make playground equipment.

These are just a few suggestions as to how health may be intro-

duced in various subjects and they are given to stimulate and bring forth others. For others see No. 6, Health Education.

Of course, even the bringing in of the health rules in every subject, as above, will be of little value unless the children form health habits. There should be a checking up of these habits until they are so firmly formed they are automatic.

SOME AVAILABLE MATERIAL

U. S. BUREAU OF EDUCATION, Washington, D. C.

Posters and Charts—"Health, Strength and Joy," "What is Health?" Height and weight charts; class-room weight record.

Bulletins—(1) Wanted Teachers to Enlist for Child Health Service; (2) Diet for the School Child; (3) Summer Health and Play School (for city children); (4) Teaching Health; (5) Child Health Program for Parent-Teacher Associations and Women's Clubs; (6) Further steps in Teaching Health; (7) The Lunch Hour at School; (8) Health Training for Teachers; (9) Teaching Health in the Schools.

Above material sent free of charge for single copies each or at cost in large quantities. May be bought from Superintendent of Documents, Government Printing Office, Washington, D. C.

CHILD HEALTH ORGANIZATION, 156 Fifth Avenue, New York City.
Health Fairy Stories, Plays, Characters, and the like, for small cost.

DR. THOMAS D. WOOD, Teachers College, New York City.
Health Charts.

Bulletins—Minimum Requirements for Rural Schools, 5 cents.
Health Essentials for Rural School Children, 10 cents.

METROPOLITAN LIFE INSURANCE COMPANY, New York City.
The Metropolitan Mother Goose—a health booklet.

The Bureau of Education will be glad to give any assistance it can. We also like to have reports of work being done, samples of illustrative material, pictures, etc., with good suggestions to pass on to others.

THE PROJECT METHOD IN TEACHING ARITHMETIC

Maria D. Graham

So much is being said and written in this day and time about teaching the various subjects in the course of study by or through projects. There is no doubt that real project teaching is an excellent means of vitalizing instruction and of making it dynamic. This is true for all subjects in the course of study, however varied the purposes of the projects may be. In the vocational class, the purpose is perhaps to produce or make something; in the English class it may be to write and present a play; in the History class, it may be to present a pageant. In all of these the main purpose is to get closer to real life and to life's situations. It was while in search of such real connections with the life about us that the project method as here given was evolved.

Kilpatrick, one of the best authorities on the project method, defines a project as "a whole hearted purposeful act carried on amid social surroundings." He gives various types of projects in his monograph, some *individual* projects and some *group* projects. In this article, only type 3, according to Kilpatrick, is considered, the *problem project,* and that for a *class* or *group.* This type was found most feasible for a class in a special subject under a special teacher. I hope, however, the reader will see that, in the elementary grades, a project cannot be limited to one subject; but instead the various subjects center around the one project. Some educators advocate that all teaching be done through projects. That is an extreme stand for which we are not prepared in North Carolina. Only specially trained teachers can make a success of teaching by projects to the exclusion of other methods; but every teacher can and should use the project method as supplementary to other methods.

Below are given, somewhat in detail, three *problem projects* as they were worked out in three different arithmetic classes in East Carolina Teachers Training School.

Tobacco Project

In the fall of 1919, the people of Greenville were greatly excited over the big amount of money put into circulation from the heavy sales of tobacco at fancy prices. This excitement was not confined to Greenville nor to Pitt County, but it extended into all tobacco growing sections of the State.

Because of such great and wide interest in tobacco culture in the State, the Senior arithmetic class under my direction chose as a project the solution of the problem: "Why are the people of Eastern North Carolina so wild about raising tobacco?" In attacking this problem, we asked the questions, "How much of this money which the people are now receiving for this tobacco is net profit?" "Could not the farmers clear almost as much money on cotton or corn if they spent as much time and money in cultivating these crops?"

The members of the class decided to get out a questionnaire and send copies to their fathers or friends who were farmers, and to find out from these as nearly as possible the real cost of raising an acre of tobacco, an acre of cotton and an acre of corn, and also to find out the selling price of the product from an acre of each, and thus to find the net profit from an acre of tobacco, an acre of cotton and an acre of corn. The questionnaire had a set of general questions and besides a separate sheet was devoted to questions dealing with each of the three crops, making four sheets in all. If a farmer raised only two of the three crops, he disregarded the sheet dealing with the third crop.

The general questions asked were as follows: total number of acres in your farm, number of acres in garden, orchard, potatoes, grain, peanuts, cotton, corn, tobacco; value of land per acre, value of buildings, value of farm implements; number of horses or mules, value of a horse, a mule; number of cattle, value of cattle; number of hogs, value of hogs; approximate cost of food bought for farm animals, approximate cost of food bought for family of size (....); amount of insurance carried on buildings, farm implements, crops.

Then the following questions were asked about tobacco: number of acres planted in 1918, number in 1919; number of tons of fertilizer used, cost of fertilizer; cost of preparing seed bed, cost of plant bed cloth; cost of preparing land for setting, cost of setting tobacco; cost of hand labor before priming including hoe work, cost of ploughing; number of barns cured, average weight of cured tobacco in each barn; cost of filling each barn, cost of sticks and twine; number of tons of coal used, price per ton; number of cords of wood used, price per cord; cost of preparing tobacco for market; total selling price per crop, average price per pound, maximum price per pound, minimum price per pound; cost of barns, number of barns; cost of storage house, cost of ordering pit or room; what crop is raised after tobacco the same year, cost of raising other crop, value of other crop.

With reference to corn, the following questions were asked: num-

ber of acres planted in 1918, number of acres planted in 1919; number of tons of fertilizer used, kind of fertilizer used, price per ton; cost of cultivation, cost of harvesting; average yield per acre in barrels, value per barrel; crop raised on corn land before corn crop, along with corn crop, after corn crop; cost of other crop per acre, value of other crop per acre.

The following questions were asked concerning cotton: number of acres planted in 1918, number of acres planted in 1919; number of bushels of seed used in planting, cost of seed for planting; number of tons of fertilizer used per acre, cost of fertilizer per ton; cost of hoe work, average price of hand per day; cost of ploughing, average price for man and horse per day; total cost of picking, price per 100 pounds for picking; yield in bales, average weight of a bale, average price per pound; number of bushels of seed made, value of seed per bushel; cost of ginning per bale, cost of storage, cost of hauling, cost of insurance. Did land produce any other crop besides cotton? If so, what crop, cost of other crop, value of other crop?

Accompanying the questionnaire was sent a personal letter from the girl sending it and in addition the following: "Will you please answer as many of the enclosed questions as you can? If you object to answering any question, scratch the question. If you cannot give exact answers, make your answers as nearly exact as you can. In giving cost of crops, if you can more nearly give cost of crop as a whole, do so; or if you prefer to give cost by the acre, do so. Tell which cost you give."

Eighteen replies were received from eleven different counties. If we had not made the questionnaire too lengthy, it is likely that there would have been more replies. A committee from the class, under the teacher's direction, tabulated results in a concise form. For home work, the job of working out averages was assigned. These assignments were made in groups sufficiently large for checking the work, but not so small that the work was too long drawn out. If any question was not answered, which was vital to counting expenses, the average obtained from the other answers was recorded in the vacant place. Then came the task of calculating: what it cost each farmer to make an acre of corn, of tobacco, of cotton; what selling price was per acre; what net profit was per acre. After finding these results from each farmer's statements, a general average was calculated.

In calculating cost of production it was discovered that in listing the value of buildings, the cost of the home was not separated from the cost of outbuildings. It was decided by the class that at least

three-eighths of the total value of buildings was invested in barns, stables, sheds for implements, etc. We figured on that basis, leaving five-eighths for the residence not charged up to any special crop. Then the number of acres of land planted by each farmer in cotton, in corn, in tobacco, etc. (with the exception of garden and orchard), were added together, and the part of the whole planted in each crop was found. Only half the number of acres in grain, peanuts and potatoes were counted, as we thought only this proportion of the time of the team was given to these crops. Then to each crop was charged up its proportionate part of the value of outbuildings, farm implements, team, feed for team, interest on money, taxes, insurance, ten per cent depreciation, etc. In addition, all separate expenses were totaled and all receipts. The totals were divided by the number of acres planted in that particular crop and the average cost per acre, average selling price per acre, and average net profit per acre were found.

The final results obtained for the 1919 crop are given in part below:

The average cost of raising an acre of tobacco was $155; the average selling price was $443.40; the average net profit, per acre, was $288.40. The average cost of raising an acre of cotton was $82.25; the average selling price was $170.35; the average net profit was $88.10. The average cost of raising an acre of corn was $42.90, the average selling price was $57.25; the average net profit was $14.35. The average amount of fertilizer used on an acre of tobacco was 1,000 pounds; on an acre of cotton, 693 pounds; on an acre of corn 420 pounds. The average value of land was given as $120 per acre. The yield per acre in tobacco averaged 650 pounds. In cotton, the yield was seven tenths of a bale of lint cotton, averaging 450 pounds, with 28 bushels of seed per bale. In corn, the average yield was 6 barrels per acre at $9.50 per barrel. The average value of a horse or mule was $250; cow, $68; hog, $36; pig, $10.50. The amount of wood used in curing a barn of tobacco was one and one-third cords, at an average price of $6.50 per cord.

To obtain the figures given above, a great deal of calculating was necessary. Through the manipulation of the numbers and along with that work, much valuable information was derived. Such information should furnish a good basis in the way of material for making good problems for years to come. Prices have to be changed; but that is also true of text-book prices as well.

Little doubt was left in the minds of the class as to why North

Carolina farmers planted so much tobacco in 1920. It would be profitable to compare results of the 1920 crop with those of 1919 given above and to note the shrinkage in profits.

POTATO PROJECT

In the fall of 1920, when sweet potatoes began to appear daily on the table in the school dining-room, the Senior arithmetic class decided to work out a project on sweet potatoes. We set out to find the average cost of raising an acre of sweet potatoes, the average yield per acre, and the average net profit per acre.

A committee prepared the following questionnaire, which was sent out to the girls' parents and friends: How many acres of sweet potatoes did you plant in 1920? What was the cost of seed potatoes for bedding or slips for setting out? What was the total cost of production? What was the yield in bushels? What is the selling price per bushel? On what kind of soil do you plant potatoes? What variety did you plant? In what month were plants set out? In what month were potatoes harvested? Are you successful in keeping your potatoes through the winter? What method do you use for keeping them? Do you grow a winter crop on the land between potato crops? If so, what crop?

Twenty-seven replies were received and tabulated. The members of the class derived the following averages from the committee's tabulation: The cost of seed potatoes bedded to plant one acre is $9.25; total cost of production per acre is $44.80; yield in bushels per acre is 167; selling price per bushel is $1.44; value of potatoes per acre is $240.48; net profit per acre is $195.68. Porto Rico and Nancy Hall were found to be varieties in greatest favor. Potato hills are still in common use; but the potato house with a drying process seems a more successful means of keeping potatoes. An interesting discussion grew out of the use of the word, *potato slip*. What is a potato slip? Is it a plant for setting or a seed potato for bedding? Both uses of the word seem common. The former is more general towards the central part of the State; the latter, in the section further east.

In addition to making calculations from the replies received, certain members of the class were delegated to measure the two potato patches which the school planted and the patch which President Wright planted for his family use. Another group of girls measured the space occupied by these potatoes in bins in the potato house.

From these measurements, by estimating that a bushel of potatoes occupies one and on-fourth cubic feet of space, the yield per acre for the school was found, and also the yield per acre for President Wright. In one case the yield was found to be considerably above the average obtained from the questionnaire, in the other it was a little below. In the latter case, however, the quality of the potato seemed superior.

The conclusion reached about sweet potatoes was that it is a profittable crop and a valuable crop. Every farmer who has gone to the expense of raising a food product so popular and so nutritious should, by all means, learn to keep his crop through the winter and even until late spring.

MILK PROJECT

In the winter term of 1921 the section of the Senior Class that taught in the Model School during the fall term decided to work out a project on milk. We set out to prove that it pays any family in which there are small children to keep a milch-cow, provided the family lives in the country or in a village where a small plot of land for grazing a cow may easily be obtained at small cost.

The questionnaire was again used. In addition, government bulletins were ordered; letters were written to people who we thought were especially fitted to give first hand information concerning milk and the cost of producing it. The questionnaire contained the following questions:

Do you live in town or in the country? How many milch-cows have you? What breed of cows have you? What is the value of your milch-cow? What is the value of a calf of six months? What is the cost of pasture per cow for a year? What is the cost of other food per cow for a year? What is the annual cost of caring for and milking a cow? What foods do you consider best for a milch-cow? What is the cost of the food per 100 pounds? At what price do you estimate the value of manure from one cow per year? For how many months does the average cow give milk? How many quarts does the cow average a day? What is the average number of quarts drunk by the family a day? What is the number in the family? How many children are there below the age of twelve? What is the value of milk in your community per quart? What is the value of buttermilk per gallon? What is the number of pounds of butter made per cow per week? What is the price of butter per pound?

Twenty-four replies were received: ten from people who lived in town; and fourteen from people who lived in the country. Four-

teen of those who replied reported only one milch-cow. Some of the results derived by finding averages from replies after tabulation are given below: Cost of a Jersey cow is between $120 and $125. Cost of other milch-cows is between $90 and $95. Value of a calf of six months is $32. Cost of pasture per cow for a year is between $20 and $25. Cost of other food is about $100. Cost of tending and milking a cow was rated at 20c per day. Value of manure from a cow during a year is between $20 and $25. The average cow gives milk for nine and a half months. She averages eight and a half quarts per day at 16 cents per quart. Buttermilk is worth 35 cents a gallon and butter is worth 60 cents a pound. Eight quarts of milk are required for making one pound of butter. Five pounds of butter is the average amount made from a cow per week. The average amount of milk drunk, per capita, is one pint per day.

From the data given in the replies it was found that Jersey cows are the most popular for milk production. The average receipts from the cows per month were about $50. The average expenses were less than $30 per month; and therefore, the net profit for the average cow was over $20 per month.

Many pamphlets were received in addition to the information obtained from the questionnaire. The representative of the Metropolitan Insurance Company in the town sent over a number of copies of the pamphlet, "All About Milk." There was a sufficient number of these for each member of the class to have a copy. Clippings were posted from the newspapers. One of these clippings told that North Carolina's champion Jersey cow at the State College gave in a year 15,035.7 pounds of milk (1,748 gallons) containing 700.66 pounds of butter fat, which is equivalent to 805 pounds of butter. From this information the class calculated and found that a gallon of milk weighs 8.6 pounds and that .87 pound of butter fat yields a pound of butter.

As a result of a letter from one of the members of the class, Mr. A. C. Kimrey, of the Animal Husbandry Division, at the State College, asked that he might visit the class and give in person the information sought. A date was arranged for his visit with eager expectancy. He spoke to the entire student body at the assembly hour on "The Value of Milk in the Human Diet." He also spoke to the class at their arithmetic period on "The Advisability and Economy of the Family Cow." Much valuable information was gained from him because of his knowledge of the subject and also because his method of presentation was very pleasing and forceful.

He stated that without milk from some source the world would be depopulated of all mammal animals in one generation. He also stated that 60 per cent of the babies of the United States are dependent upon the milch-cow for their subsistence. He gave as the composition of milk approximately the following: water 87 per cent; fat 4½ per cent; milk sugar 3 per cent; protein, mineral matter, etc., about 5½ per cent. The water in the milk is a wonderful carrier of the other elements; the fat contains in solution vitamines that are essential to life and health; the milk sugar gives energy; the protein is valuable for building tissue; the lime is especially valuable for building bone, and is, therefore, so essential in the food for children. Milk has in it every mineral we need except iron, but the amount of mineral varies according to the amount given in the food of the cow. Iron must be obtained from leafy vegetables. One quart of milk is equivalent in food value to eight eggs or to four-fifths pound of pork, or to three-fourths pound of steak, or to two pounds of fish. One pound of butter produces energy equal to that produced by four pounds of steak.

Mr. Kimrey stated that a good average cow gives on an average two gallons of milk a day for 365 days in the year, or 6,278 pounds of milk in a year. If this milk only comes up to the average and tests four per cent butter fat, there would be 251 pounds of butter fat which should yield 300 pounds of butter. At 50 cents a pound this butter is worth $150. About 3,000 pounds of skim milk or buttermilk is left, which at only one-half cent per pound is worth $25. The manure from the cow amounts to about seven tons per year, if she is properly bedded. At $3 per ton, this is worth $21. The baby calf is worth $10. These receipts total over $200. It takes one pound of grain to produce three and a half pounds of milk. Therefore about 1,800 pounds of grain at 2 cents a pound, when bought by the ton, and 3,000 pounds of hay at 1 cent per pound, to go with the grain, will feed a cow for a year at a cost of a little over $70. Other expenses will hardly amount to over $30, making a profit of about $100 per year.

He stated that the South consumes less than one-third pint of milk per person per day, while the United States as a whole consumes one pint per day. Every child under fourteen should drink a quart of milk a day. North Carolina's health record has improved materially in recent years. Among several factors that have caused this improvement is the fact that our State has within the last ten years doubled its milk supply.

Mr. Kimrey also spoke at the parent-teachers' meeting at the Model School. The seventh grade children heard him and wrote excellent compositions on what they remembered from his talk about the values of milk. This shows one of the many ways in which a project may reach over into the other subjects in the course of study.

Mr. Kimrey's visit cost the school nothing, as his expenses are paid by the Federal Government through the North Carolina State College. This proves that the milk problem is a vital one and that the National Government realizes it as such and is willing to assist those who desire to know more about this subject as well as many others.

Some of the special values which grow out of projects similar to the above may readily be seen. I may cite a few others which are not so evident. The students were given a voice in the selection of the projects. As it was to be a coöperative scheme, it was agreed that nothing be undertaken which they did not consider well worth while. Each member of the class contributed something towards collecting the material as well as in handling what was collected from other sources. All were taught how to collect first hand information, and how to utilize this information. This adds greatly to the interest in the work. Through discussions excellent opportunities were provided for forming judgments. Real situations were provided for the organization of thought. *Arithmetic* became a live, growing subject, instead of a conglomeration of dead facts and uninteresting figures in a text-book.

A YEAR OF STUDENT GOVERNMENT

At the close of the first year of student government it seems fit to pause and look back over the year and see whether or not it has been a success. It seems to be the verdict of the school, executives, faculty and students that it has been pre-eminently successful. In an endeavor to show this to the public, statements are given from the different points of view. These are from the president of the school, the executive head; the lady principal, as the one nearest to the students in their home life and perhaps the one most nearly concerned; and a student not on the council, as spokesman for the student-body; and a report from the president of the Student Government Association, speaking for herself and for the School Council. Instead of getting one statement from one member of the faculty, pains was taken to get the consensus of opinion and the faculty was unanimous in its enthusiastic approval of the work of the Student Government.

These statements are given below and speak for themselves.

To make a school democratic and thus to prepare students for the duties of citizenship there must be some type of organization that gives to the student body an active participation in the affairs of the institution.

There are certain duties in the operation of a college that belong to the students; others that teachers must handle, and still others that must be dealt with by the officers. School government really means a form of government that allows an active participation of teachers, students and officers in certain college activities. There is both strength and democracy in co-operation.

This year the Student Government Association has been very helpful to the management of the school. It has brought to the student body a higher ideal of individual and of group responsibilities. It has been a means of developing higher ideals of citizenship. It has strengthened school spirit and it has given a correct idea of one's responsibility as a citizen in the school community. It is through the Student Government Association that our students have prepared themselves for the responsibilities soon to come to them as citizens in State and nation.

When people realize their civic obligations, conducting a government becomes less arduous. This has been made clear in the management of our school this year. Viewed from the standpoint of the chief executive this has been the easiest year we have had and I

attribute much to the splendid work of the Student Government Association. Our association is purely democratic, giving to the student body the actual functions of government as the students will find them in after-school years. It is a pleasure for me, as president of the school, to say a word of commendation for the spirit shown by the student body and a word of praise for the splendid way the officers of the association have managed the affairs of the association during this year.

Robt. H. Wright, *President.*

Student government has proved from the first its practical value and has taken a permanent place in the administration of the school. It came not as a result of a nervous desire for change, but as a natural result of persistent effort to develop self-control and self-expression. It has come to array a selfless desire to serve against thoughtlessness, carelessness and idleness. To care for, rather than to be cared for, might well be its slogan. It is a constructive as well as a conservative force, since it has come not, as some thought, to destroy, but to upbuild; not to sustitute, but to maintain; not to license, but to encourage sane use of personal and corporate liberty.

The record made during this, its first year, has proved its right to permanent place in the school's activities. Poise, dignity and fearlessness have characterized its council in the discharge of its duties. Nor were these duties few or easy. The blazing of a new trail never is. Not one of its offices has been a sinecure.

And while the school recognizes with pride and gratitude the work of its officers and of each individual in the "line-up" their chief recompense must and will be the incentive to greater achievement to which their successful administration has given rise.

Though not yet a year old, it is recognized as an indispensable moral and executive force in student affairs and as the strong right arm of the school management. Its council in its activities has been the exponent of the civic consciousness of the whole school. Hence its rulings have met with the hearty support of officers and teachers; though to gray-haired experience the sanity and fairness of its decisions and their sure executions have not yet lost the charm of welcome surprise.

The purpose of its being is not alone to preserve such order and integrity of living as will insure to each student an opportunity to get the best the school can give; but in its broader intent it exists to give students such practical knowledge of legislative, judicial and

executive obligations as will be demanded of women in the wider but not more important field of civic duties awaiting them outside.

MRS. KATE R. BECKWITH, *Lady Principal.*

We are all very proud of our Student Government Association. Although the organization is quite young it has already been a wonderful help to our school.

When student government came into power last fall conditions from the very first improved. The girls realized that they were responsible in every way for the success of the association. Knowing full well that starting any movement is especially hard every effort possible was directed toward the success of the movement.

We feel that student government is ours. We govern ourselves and therefore we are responsible for our own conduct. When one is responsible one will not break the rules of the school just for the fun of it. We may want to study with our best friend, but we cannot with a clear conscience, so we stay at home. By doing what we think is best we learn self-control. Unless we learn this valuable lesson how can we expect to control others when teaching?

Splendid ideals are encouraged by our student government. We are placed wholly on our honor. We are given the opportunity to keep a watch on ourselves and report any wrong doing. Truth is strongly advocated at all times.

This year every class is taking an active part in the affairs of the school. In years gone by only the seniors felt a particular interest in the government of the school. Now every girl, knowing that the government is ours, feels the responsibility equally as great. This develops strong leadership and character not only in the senior class but in every class here.

The girls have responded nobly to the efforts of the association. The behavior has been excellent. Because of our conduct we have won many privileges.

Although our Student Government Association is less than a year old I am sure no school has a better one than we. I am sure it will become better and more helpful each year.
become better and more helpful each year.

LOUISE MCCAIN, '22.

About the middle of November, 1920, an infant organization came to the Training School to stay—Student Government. Since that time the organization has had the support of the entire student body, the faculty and the officers of the school.

We have had our ups and downs. Many hours of labor and much anxiety have been put into the organization. Anxiety? Yes! Anxiety concerning the duties and problems of the council; anxiety concerning individual girls; anxiety concerning the relationship of council and school officers and faculty, and between council and student body. And yet with all its work it has been a labor of love.

We believe that student self-government means student self-expression. If our school needs something that it does not have, let's get it. We believe that in loyalty to our school and to our better selves we must stand for right ideals. We believe that small rules should be enforced as well as large ones, for there are principles behind the small rules or they would not be made.

We believe that student self-government should be student self-government and not council government. The basis of this democratic government is shown in our manner of election of officers and members of the council. Each student expresses her own personal opinion when she casts her ballot.

The council? What of that? We believe that the student's council must be made up of girls who are not extremists. They must not be over-lenient, nor must they be over-harsh; instead they must find that middle trail and be sane and uninfluenced in their judgments. An extremist has no place on the council and the votes of the student body prove that they do not think so either.

There are many times in making decisions that we would much prefer laying our hands on the defendant's shoulder and saying, "Go, my sister, and sin no more." But that would neither be right nor just. So, for the sake of right and justice, we, as members of a Student Government Association, must hold before us that fine thing—personal honor, our neighbor's honor and our school's honor. We must look for the best in others and give the best we have.

In a Student Government Association there is no room for a personal grudge. It cannot thrive in such an atmosphere of honor, justice and truth.

On the council we must forget personalities. We represent the government of the student body and when reports of misdemeanors are brought to us they are handled impersonally by the council. There has been no offense committed against the girls of the council, but instead against the government which they represent.

We feel that we have accomplished something in our work; but we realize that much is yet to be done. We have tried to find a way and make a path and we believe it will be easier for our successors.

Yet we know that they, in turn, will need to blaze more and more trails and broaden the old paths as the student body grows in qualities of self-government.

HELEN BAHNSON, *President.*
Student Self-Government Association, 1920-21.

County Commencement at Poplar Branch

Having accepted an invitation from the Superintendent of Schools in Currituck County to attend the county commencement, I had the opportunity of visiting a part of the State which was most interesting to one who has always lived as far inland as I. The Sound, with its wooded islands and yellow sand hills in the distance, was a new and beautiful sight to me.

A large crowd assembled at Poplar Branch, where the commencement was held, each school in the county being well represented. The wholesome spirit of rivalry existing between these schools added much to the interest of the day's program.

In the forenoon the children of the upper grades, with their parents and friends, assembled in the large auditorium, where they were entertained by the speaker of the day and by music furnished by the Elizabeth City Band. The children of the primary grades got together in one of the classrooms downstairs, where they enjoyed games and stories, later going outside to play.

At one o'clock a bountiful picnic dinner was spread on long tables, which had been set up on the school grounds for that purpose.

The crowd then reassembled in the auditorium to hear the recitation and declamation contests between the representatives of different schools. Most of the contestants showed they had ability along this line.

The latter part of the afternoon was spent out-of-doors, where the athletic contests, such as running races, jumping matches and basketball games took place. Much interest was manifested in these sports, those taking part giving evidence of splendid training.

The High School building at Poplar Branch is an excellent one, having many modern conveniences, among them steam heat and electric lights, the school having recently installed its own light plant. The building takes the place of one which was burned a short time ago and was erected at a cost of $20,000. Much of this amount was raised by private subscription, both the men and women of that community contributing generously in work and money.

The people of Moyock are planning to erect a $25,000 high school building soon. The women of Moyock have already given to the present school a splendid equipment for the playground and expect to do many things for the new building. There seems to be a fine spirit of co-operation between the teachers, patrons and friends of the different schools of that section. I feel that much of this is due

to the good work which has been done by Mr. W. D. Cox, the county superintendent of Currituck, for the cause of education. Everybody seems to be pulling together, the desired goal being better schools for "all the children of all the people".

A. L. WHITESIDE.

Using the Education Report as a Text-book

During the last term of this senior year, following two terms of psychology, our class took up sociology. We used the *Public Education in North Carolina,* a bulletin giving the report of the Commission on Public Education in North Carolina, as our text for this class. It is the first time a class has had such a fine opportunity to get such first hand material as is found in this recent report, which gives us the actual condition in North Carolina today. Each topic in this bulletin is taken up in class and discussed fully by the teacher and pupils.

The first subject gives a brief history founded on the educational progress of North Carolina. We were interested to learn that the State university was the first school established in our State; but it was not supported by the State at that time, and it was not until 50 years after the founding of the university that public elementary schools were established. Their establishment represented a tremendous advance in educational sentiment. From that time to now, after enduring many hardships, the system has developed, until there are 5,422 rural school houses for white children and 2,316 for colored children. This gives us a sweeping view of the growth of public schools.

The development of the course of study was of equal interest to us, as it seemed to show the growth of interest among the people for the schools. The course of study for the elementary schools at first included reading, writing, arithmetic and spelling, and from time to time other studies have been added, so that now all public elementary schools, according to law, must have reading, writing, arithmetic, spelling, drawing, language lessons, grammar, geography and history of North Carolina and United States, elements of physiology, agriculture and hygiene, home economics for the girls and manual training for the boys.

We realized that until recently the public elementary school was a blind alley, as it led nowhere, for there were no public high schools. Boys and girls desiring more than an elementary education had to go to private academies or preparatory schools, which then existed in large numbers. We are glad to see, as the public elementary schools grew, a few graded high schools developed in the cities, and some of the rural schools provided some high school work. Yet as late as 1886 there were only eight city schools in the State reporting high school instruction, and only two went as far as the tenth grade.

Nevertheless the leaven was at work. Twenty years later (1906) practically all of the 78 especially chartered districts supported some kind of high school work, and 96 country white schools and 90 country colored schools were teaching some high school subjects.

We know the State encouraged in every way it could the establishment of county high schools, and in 1918 there were 209 high schools in the county and 49 local and city high schools. We were glad to learn our public schools developed in other ways. The rural school term was lengthened from 48 days to 120 days. The per cent of attendance increased greatly also.

Large schools and colleges have also been established for teacher training, as the teacher must advance in order to make the children grow in educational ways.

As it is known, the State now supports three schools for colored teachers—the State colored normal schools at Fayetteville, Elizabeth City and Winston-Salem, and for the training of Indian teachers the Cherokee Indian Normal School at Pembroke. Besides these institutions the State has recently established teacher training departments in twelve high schools and six or eight-week summer schools in most of the counties.

The growth in public sentiment has expressed itself also in more and more liberal financial support of the public schools. It is clear the public schools are firmly established; that they are constantly reaching out to meet more and more adequately the needs of a developing commonwealth, and that their financial support is increasing liberally. All of us who knew the conditions of public education some years ago can see how much it has progressed in the last twenty years.

The other topics we will take up and discuss later are those outlined in the bulletin.

"Building and Equipment of Schools" is one we know something of first hand. We students can tell from experience how much better schools are built and equipped now than they used to be. We all know the rooms are better ventilated and heated and there are better sanitary conditions in most of the schools today than they were when we went to school.

"Course of Study" and "Length of School Term" are topics we are greatly interested in. We cannot realize now how our parents got along going to school such a short time each year and studying so few subjects in comparison with the advantages we have today.

While studying the topic "Teachers" we are glad we are among

the favored few who have the advantage of being in a teacher training school, because we realize how important it is for teachers to be prepared.

The remaining topics we shall take up are:

Instruction
Administrative Handicaps
Limitation and Conflicting Developments
Better Administration

Our class is fortunate in having this important information at hand, for it is something we are vitally interested in as teachers of North Carolina.

Mildred Reed, '21.

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EDITORIALS

Seniors to the Fore

Once each year, as has been the custom in the past, just before the Senior Class leaves this school they take charge of one copy of the QUARTERLY. All of this number of the QUARTERLY is the work of the Seniors. The last section has been given over to them entirely and in this all the affairs of the class are featured.

This special annual number of the QUARTERLY means more to the students than an annual because it contains more of the serious work, we believe. One who examines this number, even casually, sees that not only are the departments of suggestions and reviews prepared by the Seniors, but almost everything else. We try during the year to give the full money's worth without these features, and we give them extra.

During this term the faculty-editor has been thrown into the background. The faculty-editor has even given up the editorial page to the Senior Class. But more than ever has the blue pencil been employed by her when the students crowded in her room with their copy for the QUARTERLY.

Success of Student Government

The success of the Student Government Association in the school is indeed gratifying. The organization is very young but many beneficial results have already been derived from it. The students are almost wholly on their honor to do what is right and, therefore, have developed in self-control as well as in self-respect. They are growing stronger in resistance to the temptations which constantly surround them. When the rules, which the students have made for themselves, are broken, just punishment is meted out to the students by the Student Council, which is composed of students and a few faculty members. The school has been very fortunate in the personnel of the council this first year and has set a standard for itself in the selection of its leaders that they will not lower. D. T.

The Four-Year Course From the Point of View of the Students

To the students the four-year course will mean much, for where the students have before been having to leave the State to get credit for two year's work done here and get their degree in two years, they now can do this right in this school. It means much to have a school among them where they can get the training and the full work which leads to the maximum salary for teachers in the State. This work may be done here with much less expense than at most schools. It is arranged so that a student may teach in the winter and attend summer school, letting her work count toward graduation and at the same time being able to pay her own school expenses by teaching. This should help a teacher add to her preparation until she reaches the maximum salary.

At the end of this four years of work the student receives a degree which puts her on an equal salary basis with teachers of the elementary grades from any other school in the State or elsewhere.

Another thing of interest to students is that the professional work is scattered throughout the entire four years so that a student may stop and teach before she finishes and at the same time feel that she has some professional work which will help her in teaching.

The number of hours of work required in each year has been decreased, leaving more time for preparation for each recitation. Where before each recitation has required only forty-five minutes

preparation, it now requires two hours. The students should be able to accomplish more by deeper and more prolonged concentration on their work.

M. H.

What Work of the Staff Means to a Student-Editor

As a student-editor of the QUARTERLY, it has been necessary that I devote a large part of my so-called free time to the work, but I have been more than repaid by all the direct and far-reaching benefits I have derived from the work.

My work, as an editor, has trained me in keeping my eye open for suggestions. These suggestions have been found while watching the girls teach and listening to their suggestions as given by them in the class-room and seeing if they can be of value to others. While observing, these questions arise and they determine the selection of the suggestions: Can it be followed by others? Is it merely class-room management, or is there an idea in the work done that can be grasped by others?

I have realized that efficiency in the use of the English language lies in putting across thoughts in sentences that contain words, phrases, and clauses, and my respect for the apt word or phrase has greatly increased.

Occasionally a suggestion that has not been considered a success in teaching, when written, can be of considerable value to others if they know how to use it to their best advantage. In other words, the idea is good, but management of it poor.

It is also necessary to grip the attention of the children at the beginning of a lesson. The news must also be such as to accomplish this purpose. If you fail to secure the attention at the first, in either case, it is hardly possible that you will gain it later.

The work has been very instructive as an aid in mastering the many difficult technicalities of the English language and has also given me beneficial aid in "getting to the point" in whatever I want to write. In writing reviews it has trained my eye so as at a glance it can pick out the main points. I have gained an idea of the varying types and amount of editorial work that must be done in connection with a publication.

I can safely say that one of the most valuable assets to me has been this: It has created in me a desire, not arising from the sense of duty, but of something that can be of service to me and mankind, to read and become interested in what is going on in the world about

me, and, most of all, the progress of education in our own country.

Although the results may not be evident in my work, I have found a higher ideal to struggle towards. I, also, as I dare say all the editors heretofore have done, feel a desire to continue. I give up the work with genuine regret and feel I should like to have another year of it. G. S.

Much is written and said of the "project method" of teaching. In this number there are several articles or suggestions that give concrete examples of the partial use of this method. Miss Graham gives a most interesting account of what has been done in Arithmetic. The students found what they sought in Arithmetic and at the same time found how to get information first hand, and were introduced to the questionnaire. The reader can judge for himself the many other things, some tangible and others intangible, that they gained. In the Department of Reviews there is a brief report of the project method as given in another periodical.

In the fall number of the QUARTERLY was a report of the work of a supervisor, who had been in her county for several years. In this number there is a brief report of the work of supervision from the standpoint of one who has just started the work. It is worth a great deal to see the beginning of a piece of work and then to follow it up as it grows. Pitt County has profited greatly by the work this year and it will mean more and more as the years go by.

In this number appears a sketch of one of the industrial leaders in this part of the State. He, himself, tells the story of the cotton-planter, and the editor tells the story of the man behind the cotton-planter. Such stories as these are a part of the educational history of the State and should be familiar to the children in the schools of the county.

SUGGESTIONS

Suggestions for Teaching Reading in the Second Grade

Most small children are allowed to have only one reading book and as they take this book home at night the people at home often read the stories to them, or the children will read them for themselves so many times that before they have the stories in class they will become tired of them and will not be interested in reading them in school. To overcome this it is well to give them new stories at school so as to see that each child reads them for himself and overcomes difficult words. This gives the teacher a chance to provide for and check up silent and oral reading, and also to see that children work out words for themselves. Below are suggestions for this.

The teacher may have for the use of the children copies of different readers, simple story books, and colored picture books, which the children are encouraged to read before school and at any time during the day when work at their seat is finished. When a child has finished reading a story the teacher checks it up by having him tell or read it to the other children in his grade, or in another grade. If children have good story books at home, they are encouraged to read these and tell to the other children, and to bring these to school for other children to read and enjoy.

Much careful drill is needed in order to get good reading. When children have trouble with a word it is well to put the phrase in which the word occurs on the board so the children can get an eye-full instead of centering on just one word. In drilling on phrases rather than words children more easily recognize and get the meaning of the word because of its connection with the other words in the sentence.

The teacher may take a story which the children have not had. She will tell enough of the story to get the children interested, then stop at the most interesting place and let crayon tell the rest. For instance, if she should take the story of "The Naughty Shadow," she might ask questions about their own shadow, then say: "Once there was a little boy that wanted his shadow to come to him. 'Come to me,' he said; 'I want you.' But his shadow did not come. Wouldn't you like to know about the things this boy did to try to make his shadow come to him? Watch my chalk and it will tell you."

The teacher writes on the board "The boy ran toward his shadow. His shadow ran away." She says, "Read us what the boy did, and

what the shadow did, Edward." After he has read it, she writes "The boy ran after his shadow until he was very tired. Then he sat down to rest. Teacher says, "Will you read us the part that tells us some other things the boy did, Thelma?" The teacher writes, "While he was sitting there he saw his shadow beside him. He got up and tried to get nearer it, but it moved." Teacher says, "Read us what happened while the boy was resting, Mary." She writes, "The boy kept trying to get nearer his shadow, but his shadow kept moving away from him." Teacher says, "Read us what the boy and his shadow did this time, Frank." Teacher writes, "The boy became angry and started home. He looked back, and saw his shadow following him. He said, 'Oh! I know how to make you come to me, now.' The boy ran home and his shadow ran after him." Teacher says, "I would like for you to read us what the boy and his shadow did this time, Jack."

In order to review words that children have had trouble with, and also to drill on silent reading, make simple sentences using these words in the sentence. These must be action sentences, or question sentences about things the children have been studying about. As, "Sing a song." "Bring me a chair." "Stand by the window." "What people live in wigwams?" "What month is this?" The teacher writes each sentence on a slip of paper, as,

"Clap your hands."

The teacher holds the slips and calls on one child to come and draw one. The child draws a slip and reads it to himself, then does what it says. If it says, "Stand by the window," he will stand there long enough for the teacher to be sure that he knows what was on the slip. Then another child is allowed to draw one. If one child cannot read his sentence in a reasonable length of time, it is given to another child.

These little devices have been found very helpful in teaching

NORMA WARD, '21.

The Awakening of Spring as Taught in the Second Grade

The awakening of spring-time was taught in the second grade for three weeks in March, just as spring was coming; birds were coming back to build nests; buds were beginning to burst; insects were waking up. Instead of teaching nature from observation directly, it was

taught through stories, which were told to them and which they gave back in reproductions.

The study of seeds was the topic taken the first week. Their attention was called to the fact that in the spring we have sunshine earlier in the mornings and later in the afternoons so that the days are longer, brighter, and warmer, and that the earth is warmed, the ground is softened, and the little seeds that have been asleep all winter wake up. The way little boys and girls wake up was compared with the awakening of seeds and this made it much clearer to the children. They thought of seeds in their warm winter bed, the ground. When boys and girls wake up they open their eyes, perhaps have a "stretch," push out their feet and hands, push off the covers. Just so in the spring when the sun shines and warms the earth the little seeds that have been asleep all winter want to wake up. They open their eyes, have a stretch and burst the outside skin, and push out their feet and hands, push off the outer skin and put out a foot, ready to take root in the ground.

At the close of this lesson a little seed game was played. All the children sat real low by their desks. When the sun shone real warm they began to wake up, and stretch a little. When the earth got real warm the seed burst the skin, put up one arm, and then put up both.

The story of "Five Peas in a Pod" was told by the teacher. This story was told to summarize the above lessons on seeds, and then reproduced by children.

The study for the next week was the awakening of insects, insects taking on new life. We first made sure the children understood what was meant when speaking of insects. Some were named, such as bees, grasshoppers, flies, butterflies, and ants.

The children were told that the insects had been curled up in hiding somewhere, all winter, waiting for spring to come. They learned also that while the insects have been hiding all winter, many of them have changed to a different state. The butterfly, as a caterpillar, was taken up and discussed as to how he spends his summer and goes to sleep in the fall in a web woven by himself. When he awakes in the spring he has changed to a beautiful butterfly.

"A Lesson of Faith" was told and reproduced. This story fitted well in connection with this work. They studied not only seeds and insects, but flowers, birds, trees, and grasses.

As a climax to these lessons came the beautiful story of the "Resur-

rection of Christ." This story was first told in simple form by the teacher during Easter week, and later retold by children.

The last day was given to a general discussion of many and various changes taking place in spring.

BEDIE JONES, '21.

Silent Reading in the First Grade

There are still perhaps a great many people who do not believe that first grade children can read silently and get the thought from the printed page; but our experience in teaching reading in the first grade in the Model School has shown us that first grade children can read silently and get the thought. We had learned this before we began teaching through observing them; but we learned how to guide them ourselves.

I used silent reading in every lesson, giving the children some definite things to look for as they read. And as they read, when they came to a word they did not know, I helped them to pronounce it by using phonics.

I checked up on the silent reading by asking them questions about the part they had just read to see if they had gotten the thought, and if they had they were usually quick to respond as soon as the questions were asked. If they were very slow I felt sure they did not get the thought. Then, after asking questions on the silent reading, I always had different ones to read orally and judged from the reading whether they had gotten the thought.

The story of "Alice and the Bird" was one among the first stories I taught in the first grade.

My purpose in teaching this story was to create a desire to read and to get them to read with expression.

As an introduction I asked them, "How many of you have ever had a little bird to come and sing in front of your window early in the morning? How did it make you feel?"

Several of the children told about a little bird singing at their window and that it always made you feel very happy. They were asked to read and see what this little bird did. They found that it sang "Wake up, wake up," and waked Alice up and she jumped out of bed.

They were then asked to read and see what Alice did and what the bird said to her. They found that Alice went to play with Pattie. and she tried to take Pattie's doll, and the little bird said, "Give up!" "Give up!" And Alice gave it up. They were then asked

to look at the pictures at the bottom of the next page. "Why does Alice look so cross in the first picture, and so happy in the next one?"

Several suggestions were given, and they were then asked to read and find out. They found that her mother was gone and she cried because she was hungry and wanted her dinner. They were asked to read and see if the little bird helped to make Alice happy, and how.

They found that it had helped to make her happy by singing to her when she tried to take away Pattie's doll, and when she came home to dinner and found that mother was gone.

After having them read the story silently and orally I asked them if some one would not like to tell the story.

Several children volunteered to tell it. One child was called on to tell it, the class listening.

MATTIE CONNELLY, '21.

A Booklet on Switzerland

The suggestion here offered is the result of a frantic search for material on Switzerland. If one is teaching Swiss life in the primary grades she will find that the material offered in geographies is entirely too difficult for the children. Again, it does not often afford many details concerning the country, its people and their manners and customs. It is the details of this which the children enjoy most, and very often from these the teacher gets some of her best work in return.

To illustrate my point, let me quote the following paragraphs from Dodge's Comparative Geography:

"Switzerland is a small republic, about twice the size of Massachusetts and lying in the very heart of Europe. It has no seacoast and more than half of it is occupied by mountains.

"Owing to the altitude of Switzerland and to its position on the continent, it has a cool climate. Its rainfall is about as great as that of the eastern United States.

"Agriculture is an important industry in Switzerland, although the amount of land that can be devoted to that industry is small."

I realize clearly the difficult task of placing the whole world between the covers of one book, and I cite you to the above merely to show how impossible it is for small children to grasp that information, unless the teacher is able to simplify and supplement it with a store of interesting details and pictures.

The question of *Where* and *How* immediately arises. Sometimes

finding material is an easier task than others. The subject to be taught has much to do with that. Sometimes, however, the task proves a colossal one, as it did in my case.

All of the girls who have done practice teaching at the Training School know something of the excitement existing before the student teachers are told which subject they will teach. When I was told that it fell to my lot to teach in the third grade, using Swiss life as a topic for language, the first thought I had was: Where shall I get material?

I found a few books in the library, as follows: "The Story of Little Konrad"; "Around the World," volume 2; "The Blodgett," 3rd reader; "Heidi Spyri"; "Big People and Little People of Other Lands"; "Seven Little Sisters"; "In Field and Pasture"; "Primary Education"; "Carpenter's Geographic Reader (Europe)"; "Three Weeks in Europe," Higinbotham; "School Arts Magazine." Of course the Enclyclopedia Britannica contributed its full share to the work.

It was during one of these scouting expeditions for material that the idea of a booklet on Switzerland was born.

The suggestion to collect material for future study on the subject, while not entirely original, I considered a good one. Any movement, no matter how small, has to have a beginning, so I decided to start the systematic collection of geographical material. It would at least help the next girl who taught Switzerland in the third grade.

My first idea was to list material found in the library and then to collect pictures. Eight pictures of Switzerland at two cents each were listed in the catalogue of the Perry Picture Company, of Malden, Mass. These pictures were bought by the children, as the booklet was to be left by them to the grade following.

The pictures were done in dark brown, so I decided to use a lighter shade of brown paper as a background for them. The booklet was fastened together with brown raffia. On its cover was the name SWITZERLAND, cut out of cream paper. The frontispiece was a Swiss post card, showing Lake Lucerne.

On the first page was a Swiss flag, made from cream paper and mounted. Then the eight pictures were placed in this order:

1. The Matterhorn, with village.
2. Mer de Glace, Switzerland.
3. William Tell Chapel.
4. Jungfrau.

5. Mont Blanc.
6. Castle of Chillon, Lake Leman.
7. The Lion of Lucerne.
8. St. Gotthard's Pass.

Just after the pictures came the list of books, which I found helpful in teaching Swiss life. This list has already been given.

The booklet itself was given to the grade with a hope that it will prove of service to the person who teaches Swiss life next year at the Model School. If she in turn will contribute something to be left for those following perhaps, though our service be small, some student teacher, who may never see either of us, may have cause to be thankful; or some teacher in another school can from this I have written know where to find material on the subject.

During the four weeks I taught language in the third grade the children got together a very interesting collection of pictures of Switzerland, illustrating scenery, dress, sports and customs of the country. A few of these pictures were taken from magazines, but most of them came from *The New York Times,* in which each week were to be found pictures on our subject. The children enjoyed collecting the pictures and after they were arranged into a very attractive poster, which was hung in the room, their pleasure seemed unbounded.

The critic teacher caught my idea of collecting material. The work was a pleasure instead of a task, for I had her hearty co-operation. She made the poster and together we made a sand table and showed the children moving pictures on Switzerland.

At the end of my term of teaching I was sorry to give up the work and the children, for, as all teachers do in connection with teaching, I had learned a great deal. ETTA ROWLAND, '21

To Stimulate Interest in Written Form

The work in composition in the seventh grade for the month that I was teaching it varied very much in subject matter, as most of the work grew out of their other lessons, instead of using new material. This familiar material was used so that the children might concentrate on good form. Everything that could be done was done to arouse their pride in good form.

This was done by having a contest. In this contest the children were divided into two groups, the Purple and the White, and each pupil worked to see who could have the least number of mistakes in his written work for a month. At the end of the month the side

that had made the least number of mistakes was entertained by the other side.

The letter writing for some time grew out of their geography work. They had been studying Japan. They became so interested in the study of this country I told them to pretend that they had some friends or relatives in Japan, and to write to them, asking them any questions that they would like to know concerning this country. The next lesson they were allowed to pretend that they were in Japan, writing back to a friend or relative.

They all seemed to get a clear picture of Japan.

The letters below are some that were written by the children:

GREENVILLE, N. C., March 15, 1921.

DEAR FRIEND:

I know you are surprised to hear from me. The last time I heard from you you were in Tokyo.

What part of Japan do you think is the prettiest? I think Formosa is the prettiest island.

I hear that Japan is getting control of Yap, the international telegraph station. I don't think that is right. Each nation should control its own part.

I know the flowers in Japan are beautiful now; you have such pretty ones.

Yours truly FRANK WILSON, JR.

GREENVILLE, N. C., March 15, 1921.

DEAR LIZZIE:

It has been such a long time since I have heard from you.

How do you like the cities of Japan? Is Tokyo very pretty? I bet you have seen Fujiyama and think it wonderful.

Surely you must have a good time in those beautiful tea gardens. Isn't it wonderful how they can make such a delightful spot out of such a small plot of ground.

It is real warm here. Is it very warm there? The flowers are beautiful and everything is green. I am sure the cherry trees in Japan are beautiful and all the other spring flowers.

I guess you will be tired of answering my questions; but we have been studying Japan and I want to know everything I can about it. Will have to stop now. As ever, With love,

VIRGINIA.

TOKYO, Japan, March 16, 1921.

DEAR FRIEND:

I am going to write and tell you about my trip to Japan and about Japan itself. Japan is a wonderful place. When I first entered I thought I would not like it. There was a Japanese family to meet us. They took us to the house. The first thing I spied was their open house.

They had paper windows. We went inside and had to sit on mats. Then the maid served tea. It was very funny. Then we took our bath.

The next thing was going to bed. We had to sleep on mats and for our pillow we had a piece of wood. I know you would have a fine time if you would come over here. Well, I guess I will close for this time. From

Your friend, LEONA.

P. S.—My address is Tokyo, Japan.

TOKYO, Japan, March 16, 1921.

DEAR LOUISE:

We arrived in Tokyo last Friday afternoon, about three o'clock. Japan is a queer place; but everybody is nice and polite. It doesn't even seem like the United States could be in the same world with Japan—everything is so different.

Sunday we were walking down one of the main streets of Tokyo when we heard someone say the Mikado was coming. We stood still until he got by. He was a real nice looking man.

I haven't gotten used to the houses and furniture yet. The houses are built of very light material and some of them are very pretty. All day the whole front of the house is open. In the evening the house is made into one large room by sliding the partitions out. And before going to bed it is divided into small rooms.

They have hardly any furniture. The chairs are just straw mats on the floor. The beds are only blankets spread on the floor with a block of wood for a pillow. There are some hotels in Tokyo with beds and chairs especially for visitors; but I had rather have the experience of using real Japanese furniture.

Please read this letter to the Scouts, as I'll not have time to write to all of them. A few flowers have begun to bloom; but I know they are nothing compared with what it will be.

What do you want me to bring to you when we come home?

Please write to me and tell me all about everybody at home.

I brought my Kodak and about twelve rolls of films, so I will have something to show all the girls.

I have some new Japanese friends. One is named Tamali. She is real pretty and I think I would love her very much if she could talk to me. Some of the older people can talk English real well.

Write to me soon. We are going to stay about six months. It is about time to close now. I wish you were here to help enjoy the wonder and beauty of Japan. I am sure I would enjoy it much more if you were here. Well, good-bye for this time. With love.

ALICE FOLEY,
302 Mikado Ave., Tokyo, Japan.

METTA J. MCGOWAN, '21

Posters on Japan

The collective instinct is one which is ever present in most people. This is true whether the objects for collection are buttons or birds'

eggs. With this knowledge in mind I determined to put this inborn quality of my seventh grade children to work on pictures when I began teaching Japan. The pictures thus obtained were used to make two posters illustrating Japan, its people, industries, customs, sports and architecture.

Teachers have a great field of material before them for use in this connection in the current magazines. McClure's and a foreign mission journal formed the basis for my poster work. Julian Street's "Impressions of Japan," which are at present appearing in McClure's, were a source of interest and pleasure to me in my work on Japan. This was true not only from the standpoint of detail, which was written in a most readable manner, but because of the pictures accompanying the articles.

These pictures, which I used with my work, were arranged on large sheets of cardboard. There were two of these posters—one on Japan and its people, as a kind of background for later work in industry, commerce, and a study of the government, another on commerce and industry. The first of the posters was hung up in the room for about a week, after which time it was replaced by the one on industry.

By their willingness to help the children showed they were interested in the work. And I think they were benefited by having done it. The children were asked to collect not only pictures, but also newspaper clippings and articles on Japan. These were placed in booklet form and from time to time individual reports were given on them to the class.

In connection with the study of the country I gave the children an illustrated lecture and placed before them several curios and articles of mine which came from Japan.

While all teachers have not the equipment to conduct such detailed study in their geography teaching, if they are awake to the situation it is quite easy to make what the children often consider "that dry old geography" a live, interesting subject. This may be done through the use of pictures and other supplementary material, which can be collected if only a little effort is used. ETTA ROWLAND, '21.

Some Spelling Lessons in Seventh Grade

Not merely to test the ability of the pupils to spell the words, but to test their ability to use these words correctly in sentences was my chief aim in conducting spelling lessons in the seventh grade. This

was one means of helping to enlarge their vocabulary. The words were taken from their written and oral work as well as from their spelling books. The types of words were mostly the ones that gave trouble in their written work, such as *income, develop, character, argument, separate, aviator, scene, superintendent* and words pronounced the same but spelled differently and different in meanings as *their* and *there, stationary* and *stationery, principal* and *principle.*

One way of treating the spelling lesson was to give out the lesson orally before writing sentences using the words. The words misspelled orally were written on the blackboard and they were pronounced distinctly as I wrote them. The child who missed the word was allowed to tell the part of this word that was difficult for him to spell. He was then asked to look away from the board and spell it. In connection with misspelled words the meanings of them were developed by calling on the pupils for either a sentence using the word or the definition of the word. They were then asked to look at the words very carefully before the words were erased, as they would be required to hand in, at the close of the lesson, sentences containing each word.

Another way of having the children develop the meanings of the words was to let the children write sentences containing the words and to have each one correct his own work by consulting his own dictionary if necessary, before they passed their papers in to me. It was understood by the pupils that every mistake I found in looking over their papers would count twice as much.

This seemed to appeal to the children very much, as there was a contest, lasting two weeks, to see which side would have the fewest mistakes. Most of the pupils were very eager to find their own mistakes, as a mistake would only count one if they found it; but if they failed to find it it would count twice as much. The corrections were marked with red and blue crayola, red indicating the pupil's correction and blue their neighbor's correction. To be able to keep a correct score one side of the front blackboard was devoted to this work. The space was ruled off in small blocks and the name of sides and days of the weeks were written just above it. The blockks were arranged in horizontal lines and just opposite each name was written the number of misspelled words.

I varied the spelling lesson by making sentences using the words in the lesson and dictating them to the children. They were asked to pay close attention to the reading of the sentence before they began to write. The words found in the sentence taken from their

lesson were to be underscored. In this way the children had to be familiar with the words, so they would be sure to underline the words correctly. These are some of the sentences: (1) We study the *importance* of *oxygen* in *science,* (2) We go to the *reference* shelf in the *library* to look up *material* on *different* subjects, (3) The *accuracy* of his *evidence* was what cleared him, (4) What is the *population* of this *territory?* (5) The man's *property* is in the *suburb* of the town.

I found it was a great help to the children to devote one period each week to the misspelled words. These words were kept in their spelling pads for a review lesson.

ALLIE LAMPLEY, '21

Getting Good Sentences in the Third Grade

After Dutch life had been taught to the third grade we made booklets. I presented the story of Holland to the children in story form. In order to see if the children were really mastering the story we had a review, which was presented to the children in the following questions:

1. Where is Holland?
2. How does the country of Holland look?
3. What kind of climate has Holland?
4. How do the people look?
5. What do the people do?

If you notice you will see it is really an outline using complete sentences. The first question was read and the children were told to think for a few minutes of a sentence that would tell where Holland is. As each thought out a complete sentence he raised his hand. They were reminded that this was a language lesson and that they must make good and complete sentences. Some of the best sentences were put on the board.

1. Holland is a low country.
   Holland is on the west side of Europe.
   Holland, or the Netherlands, is a small, low country in Europe.

After the sentences were put on the board the ones that wrote them were asked to criticize their own work. Then other members of the class criticized them, bringing out the favorable points as well as the unfavorable.

The other questions were treated in the same way as the first. The sentences are as follows:

2. Holland has many canals.
   Holland is a low country.
   Holland has more water than we have.
3. The wind from the sea keeps it from being so hot in Holland.
   In the winter, when it is cold, the Dutch people go skating.
4. The people in Holland wear white caps.
   The people in Holland have blue eyes.
   The people in Holland dress very queerly.
5. The people in Holland are kept busy mending dykes.
   The boys in Holland sell milk from carts drawn by dogs.
   The people in Holland make butter and cheese.
   The people in Holland knit stockings.

In another period instead of questions title topics were given as titles and the children made sentences on these topics:

1. The men's work.
2. The women's work.
3. The boy's work.
4. The girl's work.
5. Strange things the people do.

Some of the best sentences are given below:

1. Some of the men in Holland dig peat.
   The men in Holland go fishing sometimes.
   The men in Holland polish diamonds.
2. The women in Holland keep their houses very clean.
   The women in Holland milk the cows.
   The women wash their clothes in the canals.
3. The boys in Holland sell water.
   The boys in Holland make boats.
   The boys in Holland sell vegetables.
   The boys in Holland sell milk from their dog carts.
4. The girls in Holland knit stockings.
   The girls in Holland wash their wooden shoes.
   The girls in Holland wash dishes.
   The girls in Holland tow boats sometimes.
5. The people in Holland close one shutter when a cousin dies, two when a sister or brother dies, and all but one when mother or father dies.

The people in Holland keep the cows in the houses where they live.

Some of the people in Holland live on boats and grow their gardens on these boats.

After I finished telling the story of Holland we then made the booklets. On the second page of the booklet, in the middle of the page, the word "Holland" was written and under this the name of the child making the booklet. On the next page there was a hectographed map of Holland.

I told the children that we wanted to write the story of Holland in our booklets. I called their attention to the sentences on the board, which were the ones they had given in previous lessons. The first sentences were about the location of Holland.

Holland is on the west side of Europe.

Holland is a low country.

Holland, or the Netherlands, is a small, low country in Europe.

I told them that we were going to use these sentences in our story; but we wanted to change them so they would sound more like a story. I had them change the sentences whenever they could improve them. I called on several members of the class to tell me how they would change them or if they could add more to them. I selected the best ones to be put in the booklets.

I treated the other topics just as I did the first, taking up one at a time.

This is the story as the children wrote it. It was written on the board and the children copied it in their booklets:

Holland, or the Netherlands, is a small, low country on the west side of Europe.

Holland has many canals and much more water than we have. Holland is a very strange country.

The wind blowing from the ocean keeps it from being so hot in Holland. In the winter, when it is cold, the Dutch people go skating.

The people in Holland dress very queerly. They have blue eyes and wear white caps and they are very clean people.

The people in Holland make butter and cheese. The boys sell milk from their dog carts. The girls knit stockings while they watch their fathers mend the dykes.

Some of the men in Holland dig peat; others make their liv-

ing by fishing. They polish diamonds better than any other people.

The women in Holland keep their houses very clean and they wash their clothes in the canals. The women milk the cows and make the butter and cheese.

The boys in Holland sell milk, water and vegetables from their dog carts. They also make toy boats and sail them on the canals. The girls wash their wooden shoes and help their mothers wash dishes. They knit stockings while they watch the smaller children play. Sometimes they tow boats when the wind is not blowing.

The people in Holland close one shutter when a cousin dies, two when a sister or brother dies, and all but one when father or mother dies. Some of the people live on boats and grow their gardens on these boats. They keep cows in the houses where they live.

DAISY EVERETT, '21.

Keeping Up Interest in a Long Story

Baldwin's "Stories of the King," the King Arthur stories in a complete book, was studied by the fourth grade during the winter term.

There are many advantages in using a complete book in the fourth or fifth grades occasionally, instead of separate stories. In a complete book the children must follow characters through a series of events and see how one incident leads naturally up to another incident. The sustained interest required to follow a story through a long stretch of time is fine for a class, but this has to be developed gradually. In studying stories they must have at first those that are short, with easy plot and few characters, requiring but one day for the study of each separate story. Then the length of the stories is gradually increased, until sometimes one story consumes a week or more for completion. This class had been studying stories with more and more difficult plots, more complications and a number of characters, until finally the children were ready to let readers or collections of stories alone for awhile and take up the study of one complete book of stories, with the same characters, but a succession of deeds that seemed almost like separate stories, and yet held together by one theme.

Unless the book is skilfully handled the children are apt to forget

what happens to certain characters, and lose the connection between the parts. If this occurs then the interest will lag and the story will be a failure. The children must not get worn out with the story. To keep up the interest of the children through the entire story one has to present it carefully every day, and in many different ways. The way the story is presented and the particular aim of the teacher in giving each story depends upon the nature of the story.

The children must be made to feel and see the relation of every separate story to the whole big story. In "The Stories of the King" the children must be made to understand the purpose of the Round Table and that King Arthur is the center of the story. And as they follow the stories of the different knights they must see them in relation to the Round Table and King Arthur.

Oral reading plays an important part in the teaching of reading in a series of this kind, as well as in separate stories; but before a person can do good oral reading he must have sufficient preparation, and each day he must feel that he has found something that the class desires to hear. Therefore questions and assignments play an important part in oral reading.

There are various types of questions that will help to get good oral reading. Here are a few that I used in my oral reading lessons to find out if the children were able to judge and select parts of the story:

> "I want one person to read the part that tells about Sir Gawain from the time he enters the forest until a great change takes place in his life."
>
> "Read the paragraph that tells what happened to Sir Bagdemagus when he met the white knight."
>
> "I want one person to read the part that tells what Sir Lancelot did after the knights left, and also to give the conversation that takes place."

The assignments for reading should be such that it is necessary for the child to read through the chapter, or number of pages, that the teacher has assigned, before he finds the complete answer to the question.

Silent reading is the basis of all good oral reading, and unless a person is able to know and understand the meaning of words and expressions and know the thought of the story he cannot do good oral reading.

Here are a few assignments which I gave for home reading:

Read chapter 22 and find out:

1st—If you think "The Crimson Sleeve" is a good title for this chapter, and why?

2nd—How King Arthur received Merlin's message.

3rd—What King Arthur decided to do, and why he decided to do this?

I wish to give an example of a silent reading plan for class work, taken from "Stories of the King," by Baldwin.

The first sentence in our lesson says, "Very lonely was King Arthur in his pleasant halls and in his fair city of Camelot." I want you to read and find out why he was so sad.

Find out who comes to his castle and why this person comes.

Who goes as her champion?

Read and find out what happened when he met the knight.

Read and find out if he was kept under this spell very long, and if not, why?

After the king returns to his palace, read and find out what he does.

Whom does he meet one day while riding? Read the conversation that takes place.

What does the king then do? Read the conversation that takes place.

Whom does he meet on his way to his castle? Read.

Read the conversation that takes place.

Do you think that Sir Gawain was honoring Arthur by marrying the hideous lady?

Read and find out how the hideous lady receives King Arthur's message concerning Sir Gawain.

Read and see if Gawain is true to his promise after seeing the hideous lady.

After Gawain marries her, read and see what reasons he gives for being sad, and how she answers him.

What wonderful change took place about this time?

Read and see what reasons she gives for this change.

Read and see if Sir Gawain is able to lift the second half of the charm.

After giving this lesson we had a discussion of it, and by means of this discussion I was able to find out which of the children had done good, thoughtful silent reading.

MARY SUMNER, '21

The Story of Cortes in the Sixth Grade

Cortes was the third explorer sent to the New World by Spain that was studied in the sixth grade. The other two were Columbus and Magellan. The children learned how the work of all three benefited both Spain and America.

The threefold purpose Spain had for sending ships to the new land, that is, her thirst for gold and adventure, her greed for new territory and a desire to Christianize the Indians, was emphasized. The children were led to see these tended towards further explorations. As gold was the main purpose of exploration, Spain naturally sought those places where gold might be found. So when she heard that gold was to be found in Mexico her problem was to find some one to lead an expedition there. Cortes, a spirited young nobleman, was chosen. I was careful to be sure the children understood why Cortes was selected and why he accepted the position. The reasons why he was selected were these: His early training as a nobleman fitted him for army life; he was an acknowledged leader; at the time he was given the position he was an assistant to the governor of Cuba. His love for adventure and need for money caused him to accept the position.

In the same year that Cortes' expedition left Cuba, Magellan's famous fleet sailed from Spain. Comparisons of the two expeditions were made whenever possible.

The children traced on the map and globe the voyage of Cortes from Cuba to the coast of Mexico, and then his inland march to the City of Mexico. This was an excellent opportunity to correlate history with geography.

After founding Vera Cruz as a base for his supplies, Cortes began his march towards Mexico City. The fact that Cortes sank all of his ships so as to keep his men in Mexico made him a very interesting character to the children. In tracing the march inland the children learned how Cortes, with his small army, overcame large numbers of unfriendly Indians. Cortes planned to capture Mexico City, the capital and center of great wealth, and by doing this get control of Mexico.

The study of Mexico City as Cortes' army saw it was very interesting to the children. This beautiful Indian city, built over a wide lake, with three wonderful roads connecting it with the surrounding country and meeting in the center, where a great temple stood, was a source of interest to the class. They learned that the Aztecs lived

in stone houses with flat roofs, where beautiful flowers were planted. Two other things they learned about this strange city was that it had water streets and floating gardens. The children compare the Mexican Indians with those Columbus found.

The Spanish army was entertained in a very friendly manner by the ruler of Mexico, and in return for this kindness Cortes caused the ruler to be killed and the city destroyed. How the city was captured and the damage done showed the cruel, selfish spirit of the Spanish. A study of Spanish character was begun here and the children were asked to try to find in the character of these Spanish explorers the keynote to the loss of much of Spanish territory in America. Here again this topic was correlated with geography. Some time later the children found why Spain lost Cuba and the Philippine Islands, and they remembered the character of Cortes.

How did the capture of Mexico benefit Spain? In working out this question the children saw that a vast amount of new territory was added to Spain's possession. They learned that the mines of gold and silver poured great wealth into the treasury for three hundred years, thus making Spain the richest and most powerful nation of Europe.

At the end of the lesson several children were called on to give summaries of the main points in the lesson, such as the purpose, how accomplished, results. In this oral work the children were required to use good English. In different topics written summaries were assigned. These were not long papers, but they included the most important events. Correlation with English, writing and spelling was used here. The children were being taught to observe the proper margins, and no history paper was accepted unless it was neat. Some excellent summaries were written. Several times the children were asked to write the answer to a big question, such as, why Spain sent ships to the New World or the purpose and results of Cortes' expedition. Only five minutes of the period was given to answer this question, and it was five minutes well spent, for it enabled the teacher to understand better the progress of her class.

There was very little material in the text book on Cortes, so the pupils and the teacher had to get up most of the work through reference study. In making the assignment the teacher put several leading questions on the board that would require the reading of the text and reference books before the children would be able to answer. The assignment had to be definite or the children would have had no motive for reading references. As the children did not under-

stand how to look up references for themselves, the teacher found the references and put on the board the names of the books and the pages where the topic could be found. If there are not enough books to put in the hands of the children it is very important that the teacher should do supplementary reading before trying to teach a topic in sixth grade history. The children were encouraged to bring to school histories from home. Many good reference books were used; but the following had some of the best references on Cortes:

"Mace's Primary History."
"The Story of Old Europe and Young America," Mace-Tanner.
"The Dawn of American History in Europe," Nida.
"Builders of Our Country," by Southworth, Book I.
"First Lessons in American History."

MARY DANIEL, '21

A Collection of Words Often Misspelled

There was a committee appointed from the senior class to look into the spelling of the Training School students, especially those in the senior class. We collected a list of words misspelled by the students and attempted to find where the trouble lies. In a large proportion of commonly misspelled words the trouble is due to the lack of drill on those words in the elementary and high school.

Rules for spelling were required in times past and pupils were compelled to memorize a considerable number of them. Perhaps that old plan adapted might be well, for the lack of understanding of principles is appalling. But instead of memorizing rules it might be well to look out for reasons. It would be better to investigate a number of words, not merely as illustrations of the rule, but to turn to the rule as an explanation of the reason why. Rules really are guides, for they give some principle; but they should be taught first inductively, formulated by the teacher and pupils, after studying together a number of illustrative words.

We have found that with some the trouble lies in forming the plural of words, especially the common nouns ending in *o*, some add *es* to form the plural, some add only *s*. In some cases the trouble was with the enunciation; the girl did not speak the word correctly and naturally she did not spell it correctly. In other cases we found defective eye sight; the girl had not seen the letters in words clearly, her sight was blurred and her spelling was blurred. One cause was just pure carelessness, without rhyme or reason. Those who have

been careless will have to pay the price by spending time and thought on their spelling.

There are some students who see the misspelled words of others, but do not see their own. For that reason they need some one to help them find their own troubles. There are students who do not know the distinction between homonyms. They do not spell the word with the idea in mind and frequently they are careless in sentence structure. For instance: *Two* men went *to* a town *to* live, but it was *too* small for them. Some have trouble in the joint where the prefix or suffix is attached to the root. This can be remedied by giving a root and having pupils build up by adding prefixes or suffixes as many words as possible from the root. A little word study goes a long way in spelling.

The list given below is the result of our study and is composed chiefly of common, everyday words. They came from letters, themes and tests of the students, as well as from the papers from the spelling test given to every student on the first Saturday after the fall term opens. All those who spell 90 out of the 100 pass; but when they do not pass they are required to take spelling until they can pass.

It is interesting to note that these words are misspelled not only by our students, but by people throughout the United States. Many of them are the same words that our Model School teachers are working so hard to fix in the minds of the children. We have compared our list with those from other places and found practically the same words on each list. A test we found an account of was given to 65 teachers in an institution. Many of these common everyday words were misspelled by them. At the annual spelling contest in the State of Illinois, to which forty counties sent representatives, some of the same words were misspelled. I may go still further in proving that our list is not limited to East Carolina Teachers Training School. Perhaps it will be of some interest to you to glance over a list of these words most commonly misspelled:

analyze	accumulate
autumn	accuracy
automobile	angle
alphabet	aching
annually	anxiety
animals	armistice
appreciate	anniversary
always	ascended
access	algebra

burned
bargain
bureau
business
beginning
believe
banquet
comma
carpenter
climate
concrete
central
challenge
comfortable
carriage
curiosity
calendar
committee
condemn
compel
campaign
college
chaperon
dying
despair
disobey
delegate
desirable
discontented
disappoint
disease
duplicated
destroy
despise
distribution
debater
diligence
dormitory
deceit
discipline
embarrass
essential
exhibit
examination
engine
especially
exaggerate
equivalent
eligible
explanation
escape
environment
February
fortieth
friend
finally
fraud
fiftieth
financier
forfeit
fierce
guests
gasoline
grammar
guess
greasy
hygiene
hospital
haven't
hoping
handkerchief
isthmus
ignorance
imagine
irritable
inference
inconsistent
justice
jealous
January
jubilant
journey

kitchen
luncheon
library
leisure
legible
latitude
mining
mirror
myself
mosquito
molasses
moisten
millionaire
minority
manage
medicine
maintenance
memorize
necessary
niece
nuisance
numeral
neutrality
nutritive
ninth
nineteen
overcome
orchard
occasion
opposite
occurrence
onion
privilege
pleasant
pestilence
puzzle
politics
possible
perform
prove
planning

parasol
palm
physician
president
preparation
plateau
pantomime
pencil
pianist
potatoes
perhaps
pretended
quotation
quantity
quality
quarrel
question
rotary
recommendation
raspberry
reason
rabbit
regretted
really
relieve
receive
ridiculous
requisite
rhythm
Santa Claus
stationery
stationary
sheriff
sufficient
scientific
senator
secretary
studying
studied
sanitary
scissors

superintendent
sensible
schedule
separate
stretching
siege
saucer
sausage
thoroughly
tranquil
tragedy
triumph
tuition
title
Tuesday
thief
tour
terrapin
tyranny
tenacious
testament
twentieth
twelfth
trophy
vinegar
vaccinate
volume
vegetable
voyage
village
vague
vehement
verifiable
vivid
vacation
valuation
valentine
vaseline
vehicle
vengeance
ventilation
vestibule
victorious
visualize
visible
voluntarily
vowel
vocabulary
weather
whether
without
window
weary
writing
Wednesday
warmth
warrant
wasteful

We have spent much time and labor in collecting these words and decided it would not be wise to drop the work there. We, as a committee, wanted to help the students find their troubles. In order to do this, we planned several devices that we thought would help them.

A few minutes was used during an English class period once a week to find out just where these words gave trouble. In some cases the committee diagnosed the student's case. A list of words was put on the bulletin board, where every student in school could look through the list to mark words which she found she had been in the habit of misspelling, and to learn the spelling of those words. As a matter of fact, some found that they misspell comparatively few words, but misspell these so often they are considered poor spellers.

The list does not pretend to be complete, though it seems long enough. We trust it helped considerably in improving the spelling in the School. Many of the words in the list were found only once.

In order to get a number of words presented to the eye in a striking way we cut out words printed in bold type and pasted them on a large white piece of cardboard with the word "Notice" at the top. This made a very attractive spelling poster for the bulletin board.

We made a spelling book of the 240 words that were misspelled by our students. We have asked the girls to test themselves to see if they can spell all these words. We have tried to impress the fact that mere knowledge of the letters that form a word is not sufficient, but the real test is whether or not they can spell correctly in writing

SALLIE BELLE NOBLIN, '21.

Practical Subjects for Composition

A very interesting piece of work in practical composition was done by the "B" Class (which is equivalent to the last year of high school) last term, which gave the students the opportunity of finding practical subjects and of selecting and organizing materials that they themselves had found.

The complaint is often made that high school students cannot write a plain tale plainly. They need to have their eyes opened to commonplace, every-day things around them, to subjects which require some initiative upon their part, and yet are practical.

The interest that the "B" class took in their practical composition work this term is a proof that students enjoy work of this kind as much as they do the reproductive or imaginative types of composition work.

The chief aims were to give them practice in finding subjects, selecting one and in organizing material.

In the beginning of this work a great many old magazines were put into the hands of the class. They searched the advertising sections of these and made a list of the practical subjects which they were interested in and wished to write about. They were also allowed to collect pictures for illustrations. They collected most of their subjects, pictures and information from these advertisements in the magazines; but they chose things they used, or that were of practical value in life. They also used their own experience and their previous knowledge, and when it was necessary supplemented what they had known before hand and the information obtained from magazines by reference to encyclopedias, dictionaries and other books.

They found there were interesting stories about foods, fruits, shoes, clothes, conveniences, comforts, homes, people, etc. The conglomeration was almost "Shoes and ships and sealing wax, cabbages and kings." The advertisement pages were chosen because there one can see what people want and are buying.

The first thing the class did was to collect all the pictures and information they could find in the magazines and elsewhere relating to the subject they wished to write about. After they had collected, the next step was to select the good material and reject the poor. By doing this they also learned to judge good and poor advertisements, as well as good and poor material.

The third step was to organize and arrange the selected material and write the composition, being sure to add their own first hand knowledge.

The fourth and last step was to make a booklet composed of their theme and illustrations. They took pains to have attractive covers and title pages. The collection of booklets makes an attractive exhibit. All of the booklets they made show pictures of things and the history, meaning and uses of the thing illustrated.

It has been interesting to the seniors, who knew nothing of it until they saw the exhibit, to examine these and to find out why the girls chose certain subjects and how they did the work.

One day this question came up in class, "What is a trade mark?" One girl took this as a subject for her composition and proceeded to gather all the information she could find about trade-marks. She wrote up the history of trade mark, beginning with the guilds in the middle ages, and told what its practical use was and the purpose of a trade mark today.

In this booklet were posted various kinds of trade marks that the girl had collected from advertisements, so as to show the classification and arrangement of her illustrations. When she had finished she put on the cover of this booklet a picture of a good standard trade mark and the words in cut letters, "Trade Mark."

This booklet was full of practical information and illustrations that any one would have enjoyed reading and looking at.

Many other interesting booklets were made in the same way. One was made on the subject, "Beautify the Home." In this booklet the student pasted pictures of beautiful homes and the things that help to beautify the home. Along with the pictures she gave information and helpful suggestions for making the home more attractive.

Another attractive booklet was on "Labor-saving Devices." Various

kinds of labor-saving devices, from electrical machines to soap powder, were shown in this booklet. Pictures of all the modern conveniences were pasted in and written suggestions were added.

The history of "Musical Instruments" was written up and illustrated with pictures of different kinds of musical instruments and had in it pictures showing the stages in the history of the piano. This book would be appreciated by and valuable to any one studying music.

A booklet showing pictures of "The Modern Homes" was very effective.

Still another student wrote up the story of "Campbell's Soups." She showed the uses made of modern soups and told how extensively Campbell's soups were used all over the world today. To make the booklet more attractive and illustrative she had a great number of Campbell's soups' clever advertisements pasted in her booklet. She also told the story of how her mother and grandmother had made soup.

Many others on this order were made that would be serviceable and practical to everyone.

In making each of these booklets, finding the subject and writing it and getting the pictures for illustrating were greatly enjoyed by the students. They helped each other by exchanging pictures they found on any subject that was written about, and by offering suggestions whenever they found any.

In order to get the information needed to make some of the booklets the students sometimes had to write to different places asking for the desired information. This brought out the form and essentials of good letter-writing.

Another piece of work this class did was just as interesting. The class collected and wrote down the clever jokes they could find. These jokes were told on class for the sake of giving the members of the class practice in telling effectively a short story, anecdote or joke, bringing out the point clearly. Each student had to write out and hand in jokes ready for print. This is a fine test on technical matters, such as punctuation, capitals and especially the arrangement of dialogue.

After the jokes were selected two joke books were made, one by each section of the class. Then a "joke contest" between the two sections was given. The jokes from each section were placed in the hands of a committee chosen by the class, who were to judge and decide which jokes should go in their book. According to the judges

the contest was such that the decision was not positively for either side. One book was considered the richer and fuller, while the other was the more complete and finished in the various types of clever jokes.

Both sections were pleased with the contest and decision. The incentive in the contest was to see which section could make the best joke book.

The work in practical composition consisted of gathering together all kinds of illustrative materials, suggestions and information, and making these materials into something that would give useful information to the students, as well as a piece of good work in composition. The idea for making these booklets is to get pupils into the habit of noticing and looking for interesting and helpful materials in the way of pictures, truthful and witty sayings, information, directions and descriptions, which may be found in any magazine in which there are advertisements, as well as elsewhere.

After the pupils have once got into the habit of noticing advertisements they will look for them whenever they get a magazine, and collect all the useful suggestions they can find in them.

When they have decided on the subjects each student can have a particular subject to write on, or they can work in groups, as they prefer.

This work is helpful to students for many reasons. It develops good taste, judgment of the good and poor; it develops in the students the ability to see the value of things and to be able to use them as helps. They learn how to make something worth while from the materials within their own reach.

ETHEL M. CLEMENTS, '21.

Committee on Language Topics

In order to work out the many phases of teaching English in the intermediate grades in one term we decided to divide our class of forty-two into small groups, and make each group responsible for some definite thing. In order to convince the class that they had become authority upon their special topic each group used many devices, such as attractive posters and language booklets, most of which were made from magazine advertisements. The bulletin board was kept full all the time.

There was a Bulletin Board Committee that kept the schedule

and made arrangements for the various committees to get their work on exhibit. Often a group had to speak a week ahead for the bulletin board.

The greater part of this work on the bulletin board was display work. There was no expense attached to it, for the materials used were collected from various cast-off magazines. We found that there was nothing like a picture to attract attention, and after having caught the eye with an attractive poster we could get attention for the more serious matters below the poster.

This work gave a splendid chance for the carrying over of what was learned in drawing about poster making and booklet making, in placing the picture and making the letters to harmonize with the picture.

The letter-writing committee had as its task to convince the class that letter-writing is the most important form of written composition in the grades, for letter-writing involves technique and form, besides furnishing the best motive and being the most used form.

Their source of reference for authority was mostly *Woolley's Handbook*. Actual letters were used for illustration.

The Committee on Punctuation and Capitalization had up-to-date style sheets, illustrated by an attractive poster, made by using sentences in bold type cut from magazines.

The Spelling Committee did a very practical piece of work, by collecting the words misspelled by the students and combining them in a spelling booklet. They also made a list of words commonly misspelled and combined them into an attractive poster. The report of the committee is given in full elsewhere in the QUARTERLY.

There was a group whose task was to collect errors and the correct forms of speech, and by making an attractive display the contrast was brought out.

The question arose as to what was the best way to keep a note-book. This called for a Note-book Committee, to gather all the information on note keeping possible. Some members of this group had a talk with each teacher and found out what each considered a well-kept note-book. A very favorable report was made to the class as a result of the investigation of this group.

The study of fables brought us face to face with the problem of where to find certain fables, so another group was formed to collect and post a list of fables, telling where they could be found. Each girl was glad to get this list for use next year.

One thing calls for another, and the next cry was for suitable stories, poems and songs, to be used for programs on special days, such as February 22d, Valentine's Day, and Lincoln's Birthday. A group was formed to collect this material from various sources and give their suggestions to the class. The work of this committee at first appeared meager because it takes time and experience for acquiring and collecting program material. The program suggested for both Washington's and Lincoln's birthdays are used very successfully in the Model School. The work of this committee led to another committee to work out a list of classified poems.

Through committee work the class was able to carry on each phase of English work much further and each of the forty-two girls during the term had a chance to serve on a committee.

CAMILLA PITTARD, '21.

REVIEWS

The General Assembly of 1921

The members of the General Assembly of North Carolina of 1921 finished their work and went to their 170 different homes weeks ago and their record is history. It remains for the State to put into action their laws and to carry out their behests. We are, even yet, too near to realize the far-reaching work done by that assembly. The State papers in summing up its work at the close, commenting on it, expressed, perhaps, the state of mind in which it left the people.

The summary of the outstanding things that were done are, as given in the *News and Observer*, the following:

"1. It completed the revolution of the taxation system of the State.

"2. It provided for State-wide system of hard surface roads, connecting every county seat and principal town.

"3. It provided for perfection of 1919 Revaluation Act, through local machinery.

"4. It provided for expenditure of approximately seven million dollars for the expansion of State educational and custodial institutions, during the next two years.

"5. Increased appropriations for maintenance of State education and custodial institutions.

"6. Codified the banking laws of the State with most rigid requirements for the safeguard of the depositor. Minimum of capital stock required for the beginning of a banking business raised from $10,000 to $20,000.

"7. Continued the work of the State Board of Charities and Public Welfare, with additional appropriations for the prosecution of the work. Authorized and directed the establishment of the reform school for negro boys.

"8. Strengthened the work of the State Educational Department by codifying the educational laws of the State, provided the usual equalization for funds for weaker counties, and perfected the plan for teacher-training in the State."

Below we again quote from the *News and Observer* as one of the papers nearest the scene of action:

"Ten years from now will prove whether the General Assembly was epochal, whether it marked the beginning of a new era, whether it was intelligently progressive, or as will most likely be declared

in the next campaign, merely extravagant. Time is an exceeding deliberate judge. . . ."

"Extravagant the General Assembly might have been, or it may have been merely generous. Certain it is that no General Assembly has ever voted so great a total of expenditures.

"Certainly the records of the General Assembly stand out from among its immediate predecessors, certainly its actions will be the basis of campaigns for years to come, and certainly there were set in motion new forces in North Carolina that must yet have their final evaluation. . . .

"Whatever the outcome, North Carolina stands at the forefront of all the states of the South in the magnitude of its vision. Its road program surpasses that of any state in the Union, and until modern roads become commonplace, the road building program will be an outstanding achievement of the General Assembly.

"The road legislation, fifty million dollars worth of it, looks bigger than any other thing the General Assembly did, and that may two, four, six years from now, loom bigger than anything else, but ten years may give it secondary consideration, and move up to the first place the fact that North Carolina reached the parting of the way of its taxation system. A hundred years from now, if the status endures, it will be the outstanding fact."

In this General Assembly the Act to Raise Revenue was passed, providing for no direct tax on property for the support of the State government. This may have been a wise act, or it may have been very unwise, but no one can say which it will prove to be in the long run.

There was undoubtedly an awakening of the people to the need of improvements, and "Progress" seemed to be the watch-word, not only of the whole State, but of every portion of the State.

"There was scarcely a county but asked the General Assembly's leave to use its credit for local improvements. From the majority of counties there were bond issues for schools, roads, local institutions, courthouses, and the like, that swelled the total of authorized indebtedness to near the hundred million mark.

"Fifty millions for roads, seven millions for permanent improvements in State institutions, and five millions for a loan fund for the erection of public school buildings made a total of sixty-two millions. Immediate expenditure is not contemplated for more than twenty-five millions of the total." But twenty-five millions seems a vast sum

to North Carolinians, who always, heretofore, talked in terms of thousands.

Besides appropriating five millions for a loan fund for the erection of public school buildings, the General Assembly strengthened the work of the State Department of Education by codifying the educational laws of the State, it provided the usual equalization fund for weaker counties, and it perfected the plans for teacher-training in the State. Additional normal schools were taken over by the State Department of Education, so that more teachers might be prepared, and better prepared to teach the children of the State. The *High School Journal* says: "Improved methods of school support, better schoolhouses, more nearly adequate facilities for training teachers, and a more rational method of securing text-books for the elementary schools have been some of North Carolina's persistent educational needs for many years. Some of these problems have been acute, and all of them have challenged our best thought and effort. They have been difficult to solve. But in recent legislation appear other efforts to meet these difficulties more rationally and earnestly. . . .

"We have made progress, and we are making progress in public education. But there is much work yet to be done before the youth of the State can enjoy the educational advantages to which they are entitled.

"But we like to believe that each year brings us nearer the desired goal. Certainly the school legislation recently passed should bring us still closer to it."

This General Assembly was epochal from a few points of view, at least. For the first time in the history of North Carolina a woman sat in its council chamber as a member. Miss Louise Exum Clements, from Buncombe County, has the honor of being the first woman representative.

This General Assembly had, perhaps, more new members than any other assembly has had in a generation.

There were, also, more people in the lobbies than ever before. This shows that more people are awakening to their needs and now know better how to get them, as there was no charge of corrupt lobbying. It seemed to be "clean lobbying."

LUCILE CARLETON, '21.

The subject of *Projects in Connection with School Work* is treated clearly in the *Virginia Rural School Messages,* a news sheet published by the State Normal School for Women at Radford, Va.

First, the different definitions of the term are given. One definition of project is in these words, "A single complete unit of purposeful experience." Dr. McMurry's idea of a project is defined as, "Units of thought and the organizing of different centers." It is also given as "the understanding and thinking out of a thing which puts the student into a stream of action, into the current of life." Other definitions are also given.

The next to be given is the aim of a project, which is to make life projects school projects; to make education not a representative of life, but life itself. The suggestion made in the teaching of a project is to take up something with the children in which they are vitally interested. Instead of teaching agriculture out of a text-book, a real farm can be conducted by the teacher and pupil at school or at home.

The characteristics of a project are presented. The teacher usually selects the project and the pupils work it out under her suggestions. It is better for the teacher to select the project, for she knows more about the nature of the project that will be best suited to her class. The pupils should do all the planning and executing of the project, but now and then the teacher may make suggestions in order to give right direction for the best possible effort. In developing a project concrete material must be used in a constructive way. The pupils collect and organize the material and are led to use it in a constructive way. A project must be a purposeful enterprise, and it should have some practical application.

There are three characteristics which a project must have: (1) "A desire to understand the meaning of some fact, phenomenon, or experience. This leads to questions and problems; (2) A conviction that it is worth while and possible to obtain an understanding of the thing in question. This arouses interest in the work; (3) the gathering from books, experiences, and experiments of the needed information to answer the questions in hand."

In considering the project one should always keep in mind the three main factors: (1) The problem or solution of which meets a felt need in the life of the pupil; (2) the natural setting relating it closely to the real experiences of life; (3) the use of concrete material," particularly in a constructive way.

Two projects are given—one is "The Use of Corn."

The first step in developing this project, which is suitable for the sixth or seventh grade, is to ask the children to bring selected specimens of ripe corn, stalk and all, from the fields. These products were exhibited in the school-room.

The next step of the project was taken up by use of advertisements found in magazines. A complete list of corn products was made. The pupils wrote to the Corn Products Company, of New York, and they added a long list of products made from corn.

The second step in the project was the preparation and enjoyment of a meal made entirely out of the products of corn.

The third step consisted of language work. Poems, legends, and short stories were used in connection with the project.

Then the plant growth, cultivation, and harvesting of corn were topics of study and conversation.

The Tap Root is the other project reported—a nature study project for the fourth grade.

The first step taken up in connection with this project was the study of the roots and of each part of the root.

The next step was the study of how the plants stored up their food. The plants, like the beet, turnip, carrot and parsnip, stored up their food differently from the potato and other plants. They studied different roots.

These suggestions were worked out by one of the Radford Normal School teachers. Each child was given a tap root of an apple tree and told to find the different parts of the root. Different roots were given, like corn, grass. This project proved to be very successful and the children enjoyed it.

MARY P. NORMAN, '21.

The article, *Children Taught by Doing as Well as by Books,* in the March number of *School Life,* by Frank D. Slutz, Director of Moraine Park School at Dayton, Ohio, sets forth the unconventional methods followed in this school. This article is based upon the belief in demonstration rather than argument.

"We want progress based upon a knowledge of actual school conditions rather than upon mere fanciful theories."

To accomplish the above and to give each parent and child an opportunity to help, a secret committee of the board of directors was appointed to adjust the tuition according to the parents' wealth. To obtain a building the children became pioneers with the directors and helped build a school.

The aim of this school is to give a quiet kind of laboratory work. This school is organized upon the idea of a triangle, the three sides standing for the following: Student activities, citizenship, and solvency. As a basis for this triangle, "physical fitness" is used,

stressing healthy bodies through regular play for both faculty and students. The pupils in the school shall progress according to their ability and not by demanding a yearly standing and checking.

Some of the principles practiced are, briefly: Teachers are pupils' companions. If the school is to be loved by both, the pupil must be the creator with the teacher. This allows the teacher to be a member of the "boys' gangs," and of the "girls sets," and this cancels the silly notion that school work is done for the teacher alone. The teacher is not a policeman but a friend and companion. Excessive supervision means that child's progress is limited by the time the teacher has to inspect the pupils' work. Books are valuable but are not all of life. Children love to do real things.

The fundamental human occupations which every human creature engages in, from the cradle to the grave, are: "Body building, spirit building, truth discovering, opinion forming, thought expressing, society serving, man conserving, comrade or mate seeking, life refreshing, wealth producing."

Mr. Slutz says, "Personally, I feel that the greatest usefulness of private schools is as independent laboratories for demonstration purposes and I doubt if America has any other use for private schools."

GLADYS ARNOLD, '21.

An article appears in the *School Review* on *Rating Scales, Self-Analysis, and the Improvement of Teaching.*

Much has been said recently concerning the value of scales for rating a teacher's efficiency. Studies have been made of the characteristics of good teaching and of the causes of failures. There have been several different methods used for an aid in the improvement of class-room instruction. Supervisors and progressive teachers have agreed that the use of rating scales has helped more than any other method.

A generation ago they began using this method to find out the essential characteristics of an effective teacher. During the past five years these rating scales have decreased, but this is due to the fact that they were used, primarily, to rate teachers rather than to improve instruction.

In May, 1920, Dr. Rugg presented a rating scale which marks a distinct step forward. This scale contains sixty-seven important questions relating to five essential phases of a teacher's work; namely, skill in teaching, skill in the mechanics of managing a class, teamwork qualities, qualities of growth and keeping up-to-date, and per-

sonal and social qualities. This scale can be used by supervisors to an advantage, but its most important use, as described by Dr. Rugg, is self-improvement of teachers through self-rating."

The rating scale has also been objected to on the ground that self-analysis by a teacher leads to self-consciousness and inefficiency. Analysis is very essential to effective progress in the improvement of teaching. This has been proved in the past ten years by the tests that have been given to children. Most of the pupils were tested for the purpose of comparison. This made the teachers want to know, not only that their pupils were strong or weak in their work, but what were the causes of these conditions? In order to find this out it was necessary to analyze the results of the tests, to make studies of pupils and to outline a program that would help the children.

Self-analysis will aid the teacher in finding her weak points, so that she may improve them. Careful, deliberate analyses of the characteristics of good teaching are essential to improve instruction.

The first step in introducing a rating scale in a high school for the purpose of improving instruction is to secure the coöperation of the teachers in selecting the qualities which should be included. In some places they have a committee appointed by the faculty to prepare a list of qualities or questions, and then submit it to the faculty for consideration.

Another method is to use a rating blank. A copy of this blank is placed in the hands of every teacher. The teachers have a meeting and discuss these blanks and offer suggestions.

If the questions on the rating cards are not sufficiently detailed to enable the teacher to discover the exact reason for poor work along particular lines, she is given other questions that are supplementary to the ones on the rating cards that will help her to solve her problems.

Throughout this discussion rating cards and self-analysis by teachers have been emphasized as significant devices in a program of supervision. There are numerous advantages in such a plan. It directs the teacher's attention to significant problems of teaching; it leads to a careful analysis of strong and weak points; it establishes a means of effective coöperation between principal and teacher; and, finally, it leads to a continuous critical study of problems of teaching so frequently omitted in otherwise progressive high schools.

SARAH E. PEARSON, '21.

A report of the committee on the Educational Bill is found in

The Journal of the National Education Association for March, and the present status is given in April *Journal*. The report gives the main features of the bill, the reasons for each provision, and the objections.

It is generally admitted that the education of citizens is the most important work in which a government can engage. Early in our history we began making appropriations to the States in lands and money for educational purposes. The Government now has thirty or more different parts in service, doing educational work, and we are annually making large appropriations from the National Treasury for their support. There is no coördination of these activities and no head to direct the work. The commissioner of education has no authority over the educational work of the Government outside his own bureau. The big object of the bill then is to concentrate and coördinate this work, which will make both for efficiency and economy, and to give education recognition in the Federal system.

The particular branches of this work to be aided and strengthened are:

1. The removal of illiteracy.
2. The Americanization of immigrants.
3. The equalization of educational opportunities.
4. The promotion of physical education.
5. The preparation of teachers.

The extent of illiteracy in the United States is a national disgrace. According to the census of 1910 there were 5,500,000 persons ten years of age and over who could not read or write any language. The surgeon general's report of the draft registrants during the late war showed that of the men called to service between the ages of 21 and 31 nearly 25 per cent were practically illiterate.

Investigation has shown that one-half the industrial accidents are the result of ignorance, because the workers cannot read the danger warnings or understand the orders given them. Illiteracy is even more than a race question, for there are over 1,000,000 more white illiterates in the United States than negro illiterates.

We have now more than 15,000,000 foreign born population in the United States. More than 5,000,000 cannot read or write the English language. More than 2,000,000 cannot read or write any language. Most of the difficulties among foreign workingmen have their origin in the evil work of these foreign malcontents and trouble-makers. A man cannot love a country which he does not understand. He cannot appreciate and cherish institutions which are incompre-

hensible to him. The task of the Americanization of immigrants, as well as that of the removal of illiteracy, is very largely an adult problem. This makes it even more difficult and accounts partly for the delay and reluctance of the States to meet the demand; but it is the duty of both the States and nation to meet it. Americanization has a very broad meaning. Kenyon S. Butterfield, whose address was read before Americanization and citizenship conference, Atlantic City, puts a very clear and helpful meaning to it. He makes this assertion: "It is the leadership of ideals which are, first of all, recognition of the dignity of man; recognition of the sacredness of personality; the ideal of real equality, that every man shall have a chance to become all he is capable of becoming, with all the rights and privileges that are any man's due; the ideal of coöperation and service. These various elements all merge into one big ideal—that of a real democracy. Also that a part of Americanism is to make religion vital and to build a Christian democracy."

Provision is made for an appropriation to encourage the States to equalize educational opportunities for the youth of the land. The idea is sound that the nation, the State and the local community should share in the responsibility and the expense of supporting an adequate and equalized system of public education.

Physical education has for its object the physical, mental and moral improvement of a person by means of bodily exercise. Unfortunately, physical education has been neglected, and what has been the result? It is stated that 90 per cent of the hundred of thousands of young men classed as physical defectives, unfit for military service in the late war, could have qualified had they been taught the application of the simplest rules of hygiene and health. As the nation has an immediate interest in the physical fitness of its citizens, it is only proper that it should bear a part of the expense and do something toward stimulating the activity of the States in this regard.

The question next arises, how are we to secure competent teachers for our schools? Thousands of schools are closed. The principal cause is that teachers are paid less than any other class engaged in private or public service. It is certainly the duty of the people of the United States to bring up at least a scale of reason and justice for the salaries of the teachers of the country. Adequate means must be made available on such terms as will induce competent young men and women to engage in teaching. This is not only a State problem, but a national problem as well.

The objections to this bill are that it provides for an undue exten-

sion of the powers of the general government; that education is a State function and should not be invaded by the nation. In reply to this objection it may be said that the legislation proposed does not usurp the powers of the States in their control of education. Very definite and positive provision is made against any interference on the part of the Federal Government. The bill is to aid and encourage, and not to control.

All details with respect to courses of study, plans and method are left entirely to the States. Because of this opposition of the bill it has received the widest publicity ever given to an educational measure.

The bill has been carefully revised for re-introduction in the 67th Congress. A special provision of the revised bill declares: "The act shall not be construed to imply federal control of education within the States, nor to impair the freedom of the States in the conduct and management of their respective school systems. Every provision is made to conform to this principle. The victories which have won in the past should give courage and confidence to the supporters of this cause."

THELMA SPEIR, '21.

Commissioner of Education P. P. Claxton in the *School Life* for April 1 shows, in the comparison of very interesting figures, how the *Cost of Education* in the United States in comparison with other expenditures is almost negligible. More is spent for luxuries in a single year than for education in three hundred years.

Despite the low salaries of teachers and the meager and inadequate equipment of schools, many people believe the support of our schools to be our chief burden. Mr. Claxton shows how these figures compare with other expenditures, both public and private, and that public education is not a burden.

In 1918, the last year for which complete reports have been compiled, we spent in the United States for public education, elementary and secondary, $762,259,154; for normal schools for the training of teachers, $20,414,689; for higher education in colleges, universities and professional and technical schools, $137,055,415. The grand total was $919,729,258. In the 50 years from 1870 to 1920, we paid for public, elementary, high schools, normal schools and higher education a total of $14,552,796,037 for the 50 years.

Making all due allowances for defective returns, the total amount spent for public education in 1918, including expenditures for private and endowed colleges and universities and for capital investment

in building and equipment was less than one billion dollars, while for luxuries the people of the United States in 1920 spent $22,700,000,000—more than 22 times as much as was spent for education two years before and 30 per cent more than we have spent for education in our history.

It is interesting to compare some of these items with the expenditures for education in 1920. Tobacco's cost in one year equals higher education's cost in 273 years. The total cost of tobacco in all its forms in 1920 was five times the total of teachers' salaries in 1918. For tobacco in its varied forms we paid more than we have paid for higher education since the founding of Harvard College in Massachusetts and William and Mary in Virginia.

The cost of cigarettes in 1920 was twice as much as the salaries of teachers in elementary and high schools. For face powder, cosmetics and perfume the amount spent is only $12,000,000 less than the total amount spent for public, elementary and secondary education in 1918.

It is also interesting to compare the expenditures for education with other governmental receipts and expenditures. Receipts of the Federal Government from customs and internal revenues for 1920 were $5,730,978,117. This is more than six times the amount expended for education in 1918. It is fully ten times the total of salaries of all teachers in all schools, public and private.

The comparisons above are for the country as a whole. For individual States the comparison is sometimes more striking. North Carolina's direct federal tax bill of $162,667,320 in 1920 was several million dollars more than its total expenditures for education, higher, lower, public and private, for the 250 years of its existence as colony and State.

Other figures besides these might be easily determined to show very clearly the contention in the first part of this article, that compared with other expenditures, public and private, expenditures for education are almost negligible.

We think we believe in education. We talk about it and many believe we pay much for it, that it in fact constitutes a great burden, if, indeed, it is not our chief burden. No doubt we believe in education in a way; but we have not paid and do not pay much for it.

BESSIE H. HORTON, '21.

The statement, "A hundred thousand new teachers are employed every year for the rural and village schools of the United States," is

found in the article *The Training of Rural Teachers,* which appears in *School* Life for April 1. One-third of the teachers have no professional training; one-third receive their training in short term summer courses; one-third are in the high schools, county and State normal schools. In 1917 there were 16,626 graduates from county normal schools and high schools. In 1918 there were about 23,626, and by this time the number has increased to about 33,000. This is only one-third of the number employed in the rural schools.

The popularity of normal training in high schools has greatly increased, due in a large measure to the fact that it is provincial. These courses increase the high school enrollment by attracting country girls who are planning to teach. The function of the normal schools is to train rural teachers. There should be close affiliation between the rural department of the State Normal Schools and the teacher training high schools.

"The public school system in this country is a monument dedicated to the proposition that the stability of a republican form of government depends upon the intelligence of its people; but so long as the children of the rural districts are taught by teachers with training and experience inferior to those of the city districts we shall have a long way to go in the realization of opportunity for all the children in the Republic."

We shall have trained and efficient teachers for the rural schools as soon as the country realizes the fact that rural teachers must be as well prepared as city teachers, and not until then.

MARGARET ALSTON, '21.

The School Building Shortage in the United States is reported by J. F. Abel in *School Life* for April 1.

Additional acommodations apparently are needed for 1,569,500 children and the cost would be approximately six times the annual expenditure for school houses before 1917.

Twelve hundred and eighty-seven replies were received from 2,831 towns and cities with a population of 2,500 and over. The 1,287 cities that reported on their school building conditions represent a population of 34,402,000—that is, 32.5 per cent of the total population.

The need of more and better buildings is not confined to any one section of the country, nor to any special class of cities. But cities and towns of all sizes and in every State report that their school plants must be increased in size and made better in type.

There are several reasons for the school building shortage. Public building, except as it pertained to military operations, was largely stopped during the war. The comparatively small amount of the total of requests for permission to issue bonds in 1919 indicates that in the school years 1918-19 and 1919-20 only a small part of the school building was done that was necessary to take care of the number of children that were added to the attendance in those two years and to provide for more diversified courses and for deterioration of buildings.

After the armistice was signed the high cost of materials and labor and the difficulty of disposing of bonds that bore moderate rates of interest kept many boards of education from undertaking even urgent building programs. The spread of the junior high school and junior college ideas has created a demand for building especially adapted for such work. The estimated cost is usually $400,000 to $500,000 for a single building. The tendency seems to be to relieve congestion in the grades by building new high school buildings and using the space formerly devoted to the high school for grade purposes.

A fairly active building program that calls for more room is being carried out in many places, to add commercial courses, increase the work in agriculture, manual training, domestic science, etc.

The need of more and better buildings in North Carolina should be proportionately greater in the smaller cities, although the most aggravated cases of inadequate housing are in some of the large cities.

MAYME E. WHITFIELD, '21.

ALUMNÆ

Alumnæ Editor, Grace Smith

Fellow Alumnæ, come Home to the 1921 commencement. The entire school—student body, faculty, officers, all who are connected with the institution, want you. The school has proved it by making the necessary arrangements to provide room in the school for all who will return.

Commencement is to be shorter this year, ending on Tuesday instead of Wednesday. There will be something interesting all the time. So you can't afford to miss being here.

Monday, June 6th, is Alumnæ Day. At present, we are planning a full day for all Alumnæ. The business meeting will be in the morning, an informal get-to-gether luncheon in the early afternoon, and an artist for the evening.

I know you will welcome the idea of a real luncheon, where you may eat, drink, and be merry. So, you see, there will be no need of worrying about an evening dress.

The artist for the evening is Miss Dicie Howell. Miss Howell is a native of the South. She was born in Tarboro, North Carolina, and received most of her education in Southern schools. She attended Salem College at Winston-Salem, where she received not only her elementary studies in the regular curriculum, but her early musical education was likewise started there. After leaving Salem she went to Boston and continued her voice studies under the direction of Charles White, in the New England Conservatory, a little over two years. In 1914 she went to New York to continue her studies. Miss Howell had two years of concertizing before she made her New York debut in November of last season. She has sung with the New Haven Symphony Orchestra, under the direction of the late Dr. Horatio Parker, with the National Symphony Orchestra, under the direction of Walter Henry Rothwell. She will be the soprano soloist in "The Damnation of Faust" at the Fitchburg Spring Festival in April, appearing with Paul Althouse and Arthur Middleton, both of the Metropolitan Opera Company.

It is useless for me to attempt to tell you what you will miss if you do not hear Miss Howell. Come and hear her for yourself. You will always be glad you came.

This is the long-talked of Alumnæ entertainment. We must come ourselves and boost it. Get everybody else to come.

News is scarcer than usual this quarter. We must have a full department in the summer number of the QUARTERLY. We are indebted to Julia Elliott for news of the Class of '17.

Reba Everett, '19 (Mrs. Willie Barnhill), is living at Parmele, N. C.

Estelle Jones, '18, is teaching in the first grade in the school at Rockingham, N. C.

Wita Bond, '17, is teaching sixth and seventh grades in the school at Jacksonville, N. C.

Mavis Evans, '14; Emma Robertson, '15; Elizabeth Hathaway, '18; Ruby Giles, '19, came over from Kinston to see "Green Stockings" when it was presented at the E. C. T. T. S.

Mary Cowell, '17, now Mrs. Weyer, came to her home in Greenville to spend the Easter holidays.

Ruth Brown, '20, who is teaching in Rocky Mount, spent Easter in Greenville with her parents.

Jennie Taylor, '17, was married to Mr. Edward Taylor on October 20th, 1920.

Ruth Spivey, '17, was married February 16, 1921, in Suffolk, Va., to Mr. H. R. Winslow. They are now living in Hertford. Ruth is still teaching.

Leona Tucker, '17 (Mrs. H. A. Hudson), is teaching in the intermediate grades in Simpson School.

Alavia Cox, '17, is now Mrs. Turner Whitehead of Scotland Neck, N. C.

Virginia Sledge, '17, is teaching in Greenville, N. C.

Lillie Mae Whitehead, '17, is teaching in the school at Rich Square.

Myrtle Lamb, '17, is teaching in the school at Washington, N. C.

Vivian Jenkins, '19, is teaching fifth grade in the Bethel schools. She is also taking an active part in Sunday School work.

Mavis Evans, '14, has recently spent the week-end at home. This is her third year as teacher in the Kinston schools. She says that she likes each year better than the previous one.

Annie Smaw, '14, is principal of the Joyner School, near Greenville. This school has organized a Parent-Teacher Association, with Mary Emma Clark, '13 (Mrs. Gus Forbes), as president. The association is now at work improving the school grounds.

Ernestine Forbes, '15, besides being teacher in the Greenville school, is captain of a troop of Girl Scouts. This troop is composed

of 56 enthusiastic girls. They are going on a camping trip at White Lake in June. Ernestine is very proud of her girls.

Martha Mercer, '19, is teaching in Vance County.

Emma L. Cobb, '14, was married to Mr. A. S. Bynum on March 30th. After returning from their bridal tour in Florida they are making their home in Greenville, N. C.

Martha Lancaster, '16, and Mr. Leon Fountain were married on March 30th. They are living at Leggets.

Myrtle Brendle, '17, is now Mrs. C. R. Little of Asheville, N. C.

Viola Kilpatrick, '17, now Mrs. Harry Fagan, is living in Pinetops.

Virginia Suther, '17, is teaching in the Goldsboro schools.

Vermelle Worthington, '17, is now Mrs. David Smith of Ayden, N. C.

Mrs. Adrian Brown, formerly Hannah Cuthrell, '17, has charge of the Teacherage in Ayden, N. C.

Martha O'Neal, '17, now Mrs. Hugh Perry, is making her home in Louisburg, N. C.

Marguerite Wallace, '16, now Mrs. Ray Jones, has three fine children.

Rosa Forbes, '19, now Mrs. Whitehurst, has a son.

Mattie McArthur and Ruby Worthington, both of the Class of '19, are teaching in the Barnhill School, Pitt County.

Ernestine Forbes, '15, is doing remarkable work with the Girl Scouts of Greenville. She has the following to say of the work:

> "The Girl Scouts of Greenville, N. C., were organized in the spring of 1920 by Miss Flossie Martin, with an enrollment of about twenty girls. Soon after Miss Martin turned the work over to Ernestine Forbes, who is still in charge, assisted by Miss Novella Moye.
>
> "The following June fourteen of the Girl Scouts, accompanied by the Boy Scouts, Mr. Rose, Dr. Chester, Mr. S. K. Phillips, Miss Novella Moye, Mrs. Robert Wright and Ernestine Forbes, went on a camping trip of ten days down to White Lake. This beautiful spot is about forty miles from Fayetteville.
>
> "At the present time there are two troops of thirty-two each. The girls have been extended the privilege of the Rotary Club and every Wednesday finds just about sixty-four girls present to take the setting-up exercises and participate in the games. Dr. Turner and Mr. S. K. Phillips have been very kind in helping with the physical part of their training.

"Scouting is meant to develop every girl along physical, social, mental and spiritual lines. We expect to take another camping trip in June and each girl is looking forward to the good times that are promised her." E. FORBES, *Captain.*

The Pitt County Chapter of the Alumnæ met at the Training School March 12th. The meeting was opened by a talk from Mr. Wright, which we all enjoyed. He spoke of the four-year course, which begins next year, and will enable the school to give a degree. He also gave a cordial invitation to the alumnæ to be here at commencement.

Mrs. Warren read a letter from Miss Dicie Howell, concerning the recital she was asked to give. It was decided that we have Miss Howell come to us June 6th. We hope to make this a big feature of commencement.

We were glad to have with us the other members of the Finance Committee, Misses Emma Robertson and Elizabeth Hathaway.

This was the largest meeting we have yet had. At our next meeting, which will be in May, we will complete our plans for commencement.

CHRISTINE JOHNSTON.

SCHOOL ACTIVITIES

Y. W. C. A.

OFFICERS FOR 1921-22

MARIE LOWRY ..... *President*
JODIE O'BRIANT ..... *Vice-President*
ANNIE H. FELTON ..... *Undergraduate Representative*
PENELOPE WILSON ..... *Secretary*
CLARA DOWDY ..... *Treasurer*

CHAIRMEN OF DEPARTMENTS

JODIE O'BRIANT ..... *Membership*
LOUISE MCCAIN ..... *World Fellowship*
MARIE RIDDICK ..... *Social*
ALMA WALKUP ..... *Social Service*
DAISY WILLIAMS ..... *Publicity*
MARY BROCK ..... *Religious*
CLARA DOWDY ..... *Finance*

The President's Report

The Y. W. C. A. cabinet members received knowledge and inspiration at the Blue Ridge Conference in June, which they have tried to show in the Y. W. C. A. work this year. They came back in the fall with an earnest desire to carry out the purpose of the organization.

During the summer the Y. W. C. A. work was carried on under the direction of Miss Maebelle Privott. An account of this successful work was given in the summer QUARTERLY.

All the other old members were not idle during the summer vacation, but the school office was kept in close touch with and a letter containing a hearty welcome was sent to every new applicant. This was not the only welcome they received, for many members of the association were at school to greet and help the new girls. The new dormitory was not completed and nearly sixty girls were without rooms. During the confusion the Y. W. girls were seen everywhere helping girls find places to sleep, assisting them in registering and making them feel at home in every way possible.

The association was very fortunate in having President Wright deliver the opening message. This message, delivered in such an impressive way to girls, many of whom were leaving the home influence for the first time, made many see their responsibility toward the religious activities of the school.

The Y. W. C. A. tried to educate its membership this year. The leaders did not feel that it was right to ask any girl to join the organization unless she understood something of its purpose and great work. For this reason they were invited to several Friday evening services, which were devoted to the training of girls that were to become members. They were told something of the Y. W. C. A. work in this and other schools and of what it has meant to the women of America and foreign countries. During this time Mr. Meadows helped enlighten the girls by his talk, "What Membership in the Y. W. C. A. Should Mean."

About three weeks after school began the students were invited to a birthday party. These girls were arranged in groups according to the month of their birth. Two former students had charge of each group, and every group was entertained in a different manner. There were songs, games, stunts and contests between the old and new girls. Sometime during the party the girls were given an opportunity to join the Y. W. C. A., and each group reported many new members. During the year 306 members have been enrolled.

The Religious Department has been responsible for the excellent Sunday and Friday evening services; also the Bible study classes conducted by Mrs. Steidly.

The school is indebted to the World Fellowship Department for the remarkable success of the Mission Study Classes. This work led to desire for further study along this line. Some of the girls organized a Bible class with Mr. Meadows as leader. For six weeks this class had a delightful time studying the different characters of the Old Testament.

The Y. W. C. A. bulletin board has been a source of interest this year. Beautiful posters, newspaper clippings, interesting pictures and Y. W. news have filled the board. Besides this work the Publicity Department has furnished a number of new books for the association library.

Sunshine in the form of flowers, fruit, letters and visits has been freely distributed by the Social Service Department. The department has been especially thoughtful of Mrs. Jarvis.

Owing to the large membership the Y. W. C. A. has been able to send a large amount of money to headquarters. In spite of a financial depression the Y. W. has been able to give $226 to foreign work. The association is planning to buy a new desk and sections for the bookcase. Y. W. C. A. more than doubled the convention fund started last year.

Realizing the need for social activities, the Social Department has given several informal teas to the students and faculty. It has also given several delightful programs after business meetings. The work of each of these departments has been given in detail in previous numbers of the Quarterly.

The Y. W. C. A. is justly proud of the Rest Room, which is a step towards a hut. Ever since this room was opened in the fall it has been the gathering place for the school. It is a favorite place in the afternoon after school and the evening before study hour. The town girls especially enjoy this room during their vacant periods.

The other organizations in school have been very generous in helping furnish the Rest Room. The senior class gave nice, comfortable rockers, which have been enjoyed by every class. Several beautiful rugs were kindly contributed by the Junior class. How can one rest without pillows? The "B" class clearly foresaw this, therefore presented a beautiful '23 pillow to the room. The Students' Self-Government Association has a gift in store.

Last year the Y. W. C. A. sent more delegates to Blue Ridge than ever before in the history of the association; but we are going to send a larger delegation this year. The Junior class is aiding greatly in raising money for the Blue Ridge fund.

This is the first year that the students of the Y. W. C. A. have had undergraduate representatives. These were supposed to have had their first meeting in Richmond, Va., during the Christmas holidays, but owing to financial reasons they were unable to meet. The "U. R." in our association keeps in touch with the Y. W. work in other schools and she will represent us at the Richmond meeting next year.

Two delegates were sent from here to the Student Volunteer Conference at Trinity College. They are beginning an active volunteer band.

Now, as the 1920-21 cabinet turns to view its work, we see many, many things that were left undone, but we have enjoyed the privilege of serving in the association. What success we have had has been due to the hearty co-operation of the girls in the association, the untiring efforts of the advisory board, the willingness of the faculty and officers to help in every way possible, the careful consideration given us by our field secretaries and the Christian service rendered us by the friends outside of school.

While we have failed to reach our ideal, we feel that the strong cabinet that is to follow us will make rapid strides towards advanc-

ing the purpose of the Y. W. C. A. if they will remember our motto: "Not by might, nor by power, but by my spirit says the Lord of Hosts."

MARY DANIEL, PRES. '21.

During the quarter the vesper services have been led almost wholly by groups of girls in the various organizations. A full account of the services by the Junior and "B" classes will be found in *Class News*. A group of new girls gave the following program:

Chorus—"In the Garden".....SELECTED VOICES
Scripture—Matthew, 25th chapter.
Vocal Solo—"The Voice in the Wilderness".....LEONA JOHNSON
Reading—"A Message to Garcia".....BERTHA BULLOCK
Duet—"Rock of Ages".....VIRGINIA RHEA AND LUCY GOODWIN
Poem—"Little Giffin of Tennessee".....LILLIE MAE DAWSON
Violin Solo .....MISS GORRELL

Mrs. Nannie Jeter at one meeting read Tolstoi's story, "Where Love Is There God Is."

There have been only three outsiders to conduct the services. Rev. Walter Patten, pastor of the Methodist Church, brought out clearly the universal message of God's love. Rev. Leland Smith, pastor of Memorial Baptist Church, in his topic, "Guard Well Your Thoughts," made his audience realize the importance of honest and pure thoughts. Mr. J. C. Oats, superintendent of the Presbyterian Sunday School of Greenville, used for his subject "Service" and impressively illustrated his points by giving stories from actual experience.

Dr. B. W. Spilman held a large audience at the Training School Monday evening, February 28th, with his charming account of the life of Joel Chandler Harris, interspersed with Uncle Remus stories.

"Joel Chandler Harris is the only man in the literary world who has taken a lowly negro and made him more famous than the author, and has made a timid rabbit better known than himself," is the tribute that he paid the creator of the Uncle Remus stories. "Harris said that he never composed a story, but merely told what old negroes had told him." Dr. Spilman says that he himself had heard old negroes tell most of the stories that are famous in Uncle Remus.

Dr. Spilman aroused the sympathy and understanding of his audience for the big hearted, timid, stammering man who could write so wonderfully and yet who shrank from meeting people and lived in solitude. He never told one of his stories to any one, not even to his own children.

The children in the audience chuckled with delight as Dr. Spilman told stories of Brer Rabit, Benjamin Ram, Jedge B'ar and the other creatures, and the older folks enjoyed them just as much. Everybody wanted just one more when he closed.

"Thousands know Uncle Remus who never heard of Joel Chandler Harris," said Dr. Spilman, and it was his privilege to tell the story of the man and interpret his character and work, and he did it well.

The money taken in was given to the Pitt County fund for the Chinese Famine Relief Fund.

Classes

The annual Junior Y. W. C. A. program, held on March 6, was on the subject, "A Study of Parables and Allegories." The following program was rendered:

Hymn—"The Son of God Goes Forth to War".....Class
Violin Solo .....Miss Gorrell
Hymn—"O Lord, Most High".....Class
Scripture Reading—Matthew 13:1-11.....Leah Cooke
A Series of Parables.....A Group of Girls
Vocal Solo—"Elsa's Dream".....Fannie Johnson
Sketch of John Bunyan's Life
Story of Pilgrim's Progress .....Charlie Mae Hennessee
Poem—"The Ladder of St. Augustine".....Katye Harris
Hymn—"O, Zion Haste".....School

On March 11th "A" class held assembly exercises. The following program on "Spring" was rendered:

Song—"O, Worship the King".....School
Scripture Reading .....Leona Johnson
Prayer ..... School
Poem—"Spring" .....Hortense Mohorne
Story—"Anemone" .....Willie Mae McLean
Story—"Narcissus" .....Laura Smithwick
Story—"Trailing Arbutus".....Naomi Peterson
Solo .....Leona Johnson
Poem—"Daffodils" .....Bertha Bulluck
Song—"Morn-Rise" ..... Class

The "B" class for their Y. W. C. A. program gave a missionary drama, "We Never Knew." It was carried out wonderfully well and their costumes were very effective. The following was the program:

Doxology.
Scripture—67th Psalm.....Maggie Dixon, *Class President*

Prayer ..... MAGGIE DIXON
Duet—"Ivory Palace" ..... ROSA DEANS and HAZEL KENNEDY
Piano Solo ..... VIVIAN RICE
MISSIONARY DRAMA—"We Never Knew"

CAST OF CHARACTERS

Mrs. Stanley—A Worldly Christian ..... CLARA GILLIAM
Miss Maxwell—A Missionary Visitor ..... MILIAH PEELE
A Maid ..... ADA WHORTON
Conscience (personfied) ..... VERA MILLER

THE WOMEN WHO NEVER KNEW

An American Indian Girl ..... CLARA DOWDY
An Italian Immigrant ..... MILDRED BRODIE
An N. C. Mountain Girl ..... FRANCES GASKILL
A Chinese Woman ..... HAZEL KENNEDY
A Japanese Woman ..... NINA RODGERS
A Hindu Woman ..... KATHLEEN JONES
A Child Widow ..... GRACE DIXON
A Siamese Woman ..... LILLIAN PAUL
A Brazilian Woman ..... MARGARET HOLLAND
A Korean Woman ..... MARY VAUGHAN
A Syrian Woman ..... MADELINE RIDDICK
A Persian Woman ..... SENIA FRAZIER

The "B" class was entertained by the Seniors. A full report of this appears in the Senior section of the QUARTERLY.

Societies

The annual inter-society debate was held on March 19. The query for debate was, "Resolved, That the incoming Congress should devise and put into operation a plan for the immediate independence of the Philippine Islands."

The Laniers won the cup.

AFFIRMATIVE—*Lanier*	NEGATIVE—*Poe*
Lillie Mae Dawson	Helen Croom
Annie Ruth Joyner	Camilla Pittard
Blanche Harris	Mayme Hayes
Beatrice James	Melissa Hicks
Helen Watson	Grace Strassburger
Mae Barker	Oma O'Brient
Augusta Woodward	Carrie Lee Belle
Elsie Wilson	
Lucy Andrews	

Instead of having the form of debate which is usually held, that

of having two debaters on the affirmative against two on the negative, the two societies decided on the open forum debate. The open forum as used at the Y. W. C. A. and Y. M. C. A. summer conference was adopted. As used at the conference the discussion is spontaneous and there is no contest, but merely gives a number a chance to speak; therefore a form had to be used which would match one side against the other in the contest. The following regulations were drawn up, to be used in the inter-society debate:

1. There may be from 7 to 10 speakers from each society.
2. Each society may have 45 minutes for discussion.
3. The majority of speakers must be Juniors. There may be three Senior speakers.
4. Not more than two speakers from one side may speak in succession unless the other side waives its right to speak.
5. The same speakers may speak as often as they wish, provided they do not exceed the time limit.

This new form of debate was very successful. It was very interesting to those who listened, as well as to the ones who took part in the debate.

In adapting this new form of debate many advantages over the old form were discovered. Instead of four girls having the whole responsibility and work of the debate, a group of girls did it, thereby distributing the work more evenly, lightening the work for a few and giving more an opportunity to show their ability. In the open forum much depends upon the rejoinder. This throws the girls on their own initiative. They have to think rapidly so as to show skill in answering questions and knocking down points on the spur of the moment. In the rejoinder the danger of wandering from the point must be guarded against. The open forum is also more practical than the other form, for it will be of use to the girls after they leave here. They will need it in the various organizations in which they take part. The value of work of this kind is of unquestionable importance to the girls in their every-day life.

President Wright released control of approving marshals and put it into the hands of the advisory members of the societies. Each society has a set of standards for both scholarship and conduct for those eligible for election. The marshals for 1921-1922 are:

Poes	Laniers
Helen Boone	Lillie Mae Dawson, Chief
Pauline Saunders	Lucy Andrews
Melissa Hicks	Irene Stem
Neola Spivey	Elsie Wilson
	Louise Buffaloe

Sidney Lanier Society

We are indeed proud of the record the Sidney Lanier Literary Society has made this year. It has carried out successfully every definite thing it has attempted. Perhaps, on the whole, it has been the most successful year this society has ever known. The spirit of co-operation has stood out clearly this year. The president, Helen Watson, has shown much skill in fulfilling her duty as leader. She has had the spirit of stick-to-it-iveness, which had led her to such success. Her enthusiasm has been a real inspiration to the society.

The initiation was different from any of the previous initiations. We had it at Rock Springs, which was a most fitting place. The outdoors and the moonlight and around camp fires made the evening all the more enjoyable and popular. This led the society to make plans for a picnic in the spring, as each girl was so enthusiastic over the one in the fall.

The society formed a glee club at the beginning of the year. It had its first chance to show its ability at the initiation. The music rendered by the Glee Club around the fires was especially enjoyed by all. So its success seemed to grow out of the initiation. It has helped out wonderfully in the programs and has been fully appreciated by the society.

The society has shown keen interest in dramatics, especially in the fall term. "Standish of Standish" was presented. The characters showed skill and good training in carrying out their parts. In the winter term they had the Raleigh Community Players to come and present "Green Stockings" under its auspices. The play captivated and delighted an usually large and appreciative audience.

This is the contribution the society has made to the public this year. Each year we have made a point to bring some special treat to the town. Never before have we pleased the public better. We consider ourselves extremely fortunate in having the Raleigh Players.

The *Greenville News* had the following report:

"The Raleigh Community Players and the orchestra they brought with them captivated the hearts of Greenville last night because of their splendid performance of "Green Stockings." The town and school and surrounding territory feel greatly indebted to the Sidney Lanier Literary Society for bringing the Community Players here. From the first chords from the orchestra until the curtain went down for the last time the audience was charmed with the performance, and there was not a dull moment during the evening.

"The play is a delightful comedy, with tangling and untangling of a plot full of suspense and amusement, and it was so cleverly acted that the fine lines got across the foot lights.

"The stage was well set for the interior of an English home, and the gowns and hats were indeed handsome.

"Every part in the play was excellently interpreted.

"The actors played their parts so well that they literally became the characters in the play. They played so well and so much like professionals that it was difficult to realize that they were amateurs, and in real life were doctors and lawyers, teachers and business men, and that their coaches and managers did not make a business of theatrical work.

"Miss Eva Oglesby as Celia, the star of the play, was superb. Her enunciation was so clear that every syllable was heard distinctly, and her acting so good that it brought out the finest shades of meaning in the character. Mr. McMillan played the part of Col. Smith, alias Vavasour, with rare subtlety showing a keen sense of humor.

"Mrs. Billy Williams as the engenue, Phyllis, was piquant and charming, and won the audience at the very first. Her lover, Travor, the young swell, was well played by Mr. Ray. Mr. W. W. Williams, as the father of the four daughters, William Faraday, was one of the greatest favorites of the evening and was indeed the typical Englishman of story books and plays. Mrs Claire Thomas as Aunt Ida was wonderful in that exacting part. Mr. A. M. Myers made a great old sea-dog. Messrs. Lemmond and Jones, the two bachelors, never failed to get their share of attention from the audience. The two beautiful younger sisters, Mrs. Rockingham and Lady Trenchard, Miss Louise Baker and Clara Bahret, were always beautiful and charming. Mr. G. W. Mong, as Martin, the butler, was the most dignified and imposing personage on the stage.

"Dr. Horton and his corps of helpers deserve the highest praise for the successful performance.

"When the Raleigh visitors come again Greenville will again give them a full house and an appreciative audience.

"Citizens of Greenville met the train with cars and brought the visitors to the school, where they had supper.

"Dr. W. C. Horton, the manager and coach, assisted by Misses Wiley and Houchen, had charge of behind the scenes. Mr. William Heller and Dr. Noble, the business manager and the treasurer of the Raleigh Community Players, came with the cast. There were twenty-four people all told among the visitors.

"After the performance the cast was served a light supper by the Lanier Society."

The society is greatly indebted to friends in the town who so kindly met the Raleigh players with their cars and brought them up to the school.

Hatch's Orchestra, the one that plays regularly at the Academy of Music in Raleigh, came with the players and added greatly to the pleasure of the evening.

The programs throughout the year have been good and enjoyed by the society. They have been varied to a great extent, which, of course, added to the enjoyment of them. Literary, debating and musical programs have been given. Most of these had been reported in other issues of the QUARTERLY.

The plans for the other meeting this year have been made. We intend to have a picnic the 23d. It is our plan to secure a boat and sail down Tar River to a most fitting place for a picnic. If the weather is bad, the Juniors will give a program. Later we intend having a musical program, the B Class managing this. It will consist of vocal and instrumental selections. In addition to that Miss Gorell will render some favorites on her violin.

The flower beds of jonquils and other spring bulbs were never more beautiful than this year. The Lilliputian sunflowers will soon be in bloom on the same plots and will keep the green and gold waving all summer.

The posters have been fitting for each and every occasion or program. They aroused keen interest in the society.

ALICE BEST, '21

THE EDGAR ALLAN POE LITERARY SOCIETY

The Edgar Allan Poe Literary Society has done a great work this year towards fulfilling our society purpose, which is to further the mental, moral and social development of its members, and to create a greater love for the best in Literature, Music and Art.

We began our year's work by installing the moving picture outfit. We consider this one of the biggest things the society has ever done for the school. We had been in school only a short while before we received the machine. Mr. Austin, one of our faculty members, was put in charge of the machine for the school after its presentation to the school by the society.

Soon after the machine was installed Mr. Austin taught Julia

Taylor, Grace Strassburger and Helen Croom the art of running the machine. After a period of practicing under Mr. Austin they assumed the responsibility of showing pictures to the school each week. The hour from seven to eight o'clock each Saturday evening was decided upon by all organizations as a suitable hour to enjoy the pictures. It has been a great pleasure to us this year and we feel proud of the fact that we have made this gift to the school for the benefit of all. The pictures have been a source of great pleasure to everyone this year, and the school has been very fortunate to have pictures of the best class. Among some of the best have been: "Les Miserables," "Martin Chuzzlewit," "Macbeth," "Lorna Doone," "The Cricket on the Hearth," "The Raven," which gives the life of Poe; "Napoleon" and "Napoleon and Josephine."

Members of our society had the privilege of having President Wright present at the initiation. A short talk was given by him. Our society on the night of initiation was the first to enjoy seeing a picture on our machine, "Lorna Doone."

On the evening of November 30 the Poe Literary Society entertained the Lanier Society with the presentation of four scenes from "Twelfth Night." The scenes selected for presentation were those which show the romantic character of the duke and the sweetness and beauty of Viola's character. The costumes were rich, elegant and in keeping with the picturesque attire of Shakespeare's time. The cast played their parts exceedingly well.

Miss Lois V. Gorrell, of the Piano Department, a member of our society, has been very generous in entertaining the society with violin solos. She has rendered beautiful selections, both violin and piano, in our musical programs at different times during the year, which the Poe Society chorus and Music Committee have given.

February 26th was an evening given over to Edgar Allan Poe. An intensely interesting literary and musical program was rendered. It was the pleasure of the Poes to have the Lanier Society as guests on this occasion. Poe's essay, "The Poetic Principle," was the basis of the program. This essay is Poe's poetic confession of faith that beauty is the real inspiration of all poetry. Many beautiful short poems illuminate this essay, and illustrate the Poetic Principle.

The interpretations of these poems, in voice and manner, showed poetic appreciation on the part of the readers.

The following program was rendered:

Hymn to Beauty.....Chorus
Program Announcement.....Julia Taylor

Appreciation of Edgar Allan Poe.....MILLIE EVERETT
Poetic Principle.....MARY SUMNER

ILLUSTRATIVE POEMS

The Day is Done (Longfellow).....LILLIE BELLE SHEPARD
A Health (Edward C. Pinkney).....PATTIE HUNTER
I Arise from Dreams of Thee (Shelley).....CAMILLA PITTARD
Annabel Lee (Poe).....ANNABEL O'NEAL
Tears (Tennyson).....HELEN BAHNSON
he Sleeper (Poe). Solo.....FANNIE JOHNSON
The Bells (Poe). Solo and chorus.....VIRGINIA RHEA and CHORUS

Two members of our society, Helen Bahnson, one of our readers, and Virginia Rhea, one of our singers, enjoyed the privilege of entertaining the "End of the Century Club" at one of its meetings in February.

Many of our programs have been given by the Debater's Club. The girls have developed wonderfully and have become more familiar with parliamentary law through debates and open discussions in general.

April the 4th the school had the opportunity of enjoying a delightful minstrel given by a number of the Greenville High School boys, under the auspices of our society. The boys considered it an honor and received much real pleasure by being the first to represent the high school in our auditorium.

A delightful evening is promised the society on April 23d; we will be entertained by the members of the society who are Juniors.

On May 14th the sparkling and witty one-act play, "A Proposal Under Difficulties," by Kendrick Bangs, will be presented by the society. It is a most entertaining and laughable play that never fails to delight audiences.

The society owes a debt of gratitude to the Program Committee for its admirable work, and has shown its appreciation by its active coöperation in all programs.

The society has received much pleasure from its flowers this year. The dahlias were beautiful last fall, and we had an abundance of violets this spring. Our roses are beginning to bloom.

We consider it a great privilege to have had the opportunity for the last year of linking our society with the Greenville "End of the Century Club," and the high school, in order to accomplish worthwhile things for the school.

We will close a most successful year with a "Story Hour" under the stars, May the 28th.

Last, but by no means least, is the thanks of the society to our former president, Miss Julia Taylor, who has been a faithful, energetic and untiring president. Through her leadership and guidance the society has developed into a more ideal literary society, and has done much to create a true literary taste among its members.

Robbie Clouse, '21.

ATHLETIC LEAGUE

The basketball tournament was held with the "B" Class entering for the first time in the history of the school. The Juniors were unfortunate in losing some of their best players before the tournament. Four games were played, the last game being between the "B" Class and the Seniors. The Seniors won the cup.

SCHOOL NEWS AND NOTES

Appropriations for the Next Two Years

The General Assembly appropriated $325,000 for permanent improvements in this school and $105,000 a year for maintenance. The building program will be announced in the next number of the QUARTERLY.

Commencement Program

The program for the Twelfth Annual Commencement exercises, beginning on June 4th and ending June 7th, is as follows:

Music Recital—Saturday, 8:30 p.m.

Dr. George A. Miller, of Washington, D. C., pastor of the Christian Church, will deliver the commencement sermon Sunday, 11 a. m.

Rev. R. C. Craven, pastor of the Methodist Church in Oxford, N. C., will deliver the Y. W. C. A. sermon Sunday, 7:30 p. m.

Board Meeting—Monday, 10 a. m.

Alumnæ Meeting—Monday, 10 a. m.

Luncheon—Monday, 1 p. m.

Class Day Exercises—Monday, 6 p. m.

Alumnæ Concert at which Miss Dicie Howell will appear—Monday, 9 p. m.

Hon S. M. Brinson, Congressman from Third District of North Carolina. will deliver the address at the graduation exercises Tuesday, 10:30 a. m.

Graduation Exercises—Tuesday, 11:30 a. m.

Dr. Merrill's Visit

Dr. Merrill, of the Department of Agriculture in Washington, formerly from the Georgia State Normal School at Athens, visited the Training School and made an excellent talk to the students at the assembly hour.

He spoke first of the potential possibilities in such a school as the Training School, and said that the Department of Agriculture considered no phase of educational work more important than what is being done in schools like this.

He spoke especially of the big outstanding ideas in history that show the growth of men and of government. History he defined as his story: the story of how other people live. He referred to the dry old-fashioned way in which people had to study history in the past, and showed how interesting it is now. Instead of memorizing long lists of dates, he gave four that should be remembered. These were, first of all the year 1, when through the Master's teachings the prin-

ciples of the brotherhood of man were first known to the world. The next approximate date that must be learned is the signing of the Magna Charta, around about the end of the twelfth century, when people decided a king could not sell and buy other people, 1776, when all men were considered free and equal and it was established that no one had a right to govern except with the consent of the governed. The fourth is November 11, 1918, another declaration of independence, for no matter how we may feel, it will always be clear that the principles are the same running throughout the four epochs, and that some day the world will be better.

It is our part to hold on to these principles and push forward. This is the chief object of education in our time. A new man and a new age with different types of mind are needed today. Woman has taken a different place, radical changes have come about, and citizenship brings new responsibilities. The field is glorious. No matter how circumscribed a person's life may seem, or how small a place may seem each must take his place and do his part to make the world better.

Dr. Merrill spent the day inspecting the school.

Mr. A. C. Kimrey, of the Department of Animal Husbandry, N. C. State College of Agriculture and Engineering, visited the Training School and spoke to the students at assembly hour, to the members of the Senior Class, to the Parent-Teachers' Association, and the sixth and seventh grades of the Model School. These talks had especial value, as they came within the weeks during which the Health Crusade was conducted, when children, as well as parents, are especially interested in foods that will produce the proper physical development.

Mr. Kimrey emphasized the value of milk in the human diet, and demonstrated by charts, showing the quantity of other foods required to equal in value one quart of milk, that milk is not more expensive than other foods.

In speaking of the value of milk in combating disease, he said that the sections consuming the most milk have less tuberculosis. He mentioned the fact that Bulgaria consumes more milk per capita than any other country and that people there live to be older than in any other country.

An account of his talk at the Training School is given in Miss Graham's article on "Projects."

A crowd from the Training School went to Arthur to a community sing on Saturday night, April 9th.

The Greenville papers report the following:

A "Community Sing" at Arthur on Saturday evening was a most interesting and inspiring occasion. In spite of threatening weather the people of the community, from babies to grandfathers and grandmothers, came out just for the purpose of getting together and spending an evening singing and having a good time. They do something like this every week at Arthur, and the school has become the meeting-place for all kinds of "get-together" meetings. Mrs. Lucas, the principal of the school, is doing a great work in getting that community together for work and play, realizing that if they come together for entertainment they will get together on more serious propositions.

Miss Muffly, of the Training School faculty, had charge of the "Community Sing." Miss Gorrell, a member of the Piano Department of the Training School, took her violin along and rendered valuable assistance. There were two others, the Messrs. Joyner, in the community, who could "make the fiddle ring," and they added to the enjoyment of the evening. Miss Muffly took with her thirteen young women from the Training School to lead the singing and to assist in any way they could, but it was not a concert and they were not allowed to monopolize the singing. The first song was "America," sung as it should be sung, and all taking part in it, paying close attention to the words, and making their meaning come out strongly in the singing. "Carolina Sunshine" was the next. This was new to most of the people. Miss Aileen Jones sang the stanza alone and all joined in the chorus, singing it over and over until they knew it thoroughly. The people caught it well. In "Love's Old Sweet Song" Miss Leona Johnson sang the stanza and the chorus was first sung by the Training School girls, and then by all. Soon the people were taking the different parts, some even whistling and humming, but everybody joining in. Miss Gorrell played two violin solos, and the violinists from Arthur played.

After this favorites were called out by different ones from the crowd. They started with "Dixie", with the fiddles going in a swing as accompaniment. Then followed "Good-bye, My Lover, Good-bye," "Old Black Joe," "Carry Me Back to Ole Virginny," and other old favorites. One of the most popular of all was "Reuben and Rachel," the men singing the part of Reuben and the women singing that of Rachel.

President Wright, Superintendent Rose, Miss Southall, County Supervisor; Misses Maupin, McFayden, and Jenkins, members of the faculty, were in the crowd that went from Greenville.

President Wright was called on for a short speech. As his car got stuck just on the edge of the town, he had a good theme on which to speak. "We need good schools and we need good roads so we can get to good schools" was his text. He said he didn't know but that the people were right, who said it wasn't right for the State to appropriate fifty millions on roads, because he wasn't sure but that it should have been a hundred millions. He proceeded to show how the State would be paid in dollars and cents for the outlay. He showed how expensive it was to go over bad roads. From this he passed on to the idea that people always pay heavily for ignorance. "It is an expensive luxury," and North Carolina has too much of it.

He commended the people of Arthur for the great work they were doing. People in other places are talking about them; they have a home for their teachers, and other schools and even whole counties are following their example. He spoke of the way in which they were getting together for occasions like the "sing," and for the way they were standing by the school.

The school building is an attractive two-story brick building with a good auditorium. There are seven teachers in the school. Mrs. Lucas is principal. Miss Belvin is teacher of Domestic Science and Miss Sarah Butt, the music teacher. The other teachers are Misses Lucas, Smith, Ferol Little, and Annie Newman. This school is the center of the community for all kinds of interesting affairs. They have a moving-picture machine and come out once a week to see the pictures. They have plays, spelling bees and debates. The school boys and girls recently presented the farce "Peck vs. Peck," and did it well, so the folks say.

A community that gets together like this just for fun is obliged to get together on more important occasions and make the best community possible.

The "Peabody Club" met on March 1st and elected officers. The following were elected:

President ..... Mr. Leon R. Meadows
Secretary and Treasurer ..... Miss Maria D. Graham
Chairman of Social Committee ..... Miss Margaret Coble

The club is composed of the following members:

Misses Graham, Coble, Goggin, Maupin, Wyman, Whiteside, McClelland, and Southall, and Mr. Meadows.

After the business was attended to they spent the remainder of the meeting having a social time; then refreshments were served.

Rev. Collins, of Wake Forest College, visited the Training School and made a very interesting talk to the student body at assembly hour.

President Wright, Mr. Underwood, Supt. Rose, and Mr. L. C. Arthur, chairman of Pitt County Board of Education, attended the meeting of the Department of Superintendence of the National Educational Association, which met in Atlantic City.

Pres. Wright, on his return, gave interesting reports of this meeting.

The "Black Beauty Minstrels," composed of Greenville High School boys, repeated ther minstrel show to the school on the evening of April 6th. The Poe Society stood as sponsors for the boys.

A Health Clown, "Happy," gave an entertainment on the evening of March 21st. He came at the invitation of the Senior Class.

The summer term will begin June 14th and continue until August 6th.

The four-year course of study and the revised two-year course, as they will be given next year, are announced in the new catalogue.

Miss Elsie Heller, Student Secretary of the South Atlantic Field of the Y. W. C. A., spent a few days here training the new officers of the Y. W. C. A. during the second week of April.

She gave an interesting talk to the student body at assembly hour. She presented a vivid picture of an International Conference of the Y. W. C. A. In giving this picture she brought clearly before our minds the 29 countries that are represented and the different types of problems that are discussed by various groups of girls.

Dr. Vines, from Richmond, Va., who was conducting a meeting

at the Immanuel Baptist Church, delivered an excellent talk to the student body on April 12th. His theme, "Learn of Me," was taken from the eleventh chapter of Matthew. He brought out that Jesus Christ is the one supreme teacher, and he also gave several incidents showing how He stands out above all others.

"Education is physical, mental, and moral. The Bible is the basis of education and morals. Everything in life is a mystic maze if you leave out Jesus Christ."

At a regular meeting of the Student Self-Government Association the following officers were elected to serve during the term 1921-22:

President ..... Carrie Lee Bell
Vice-President ..... Lillie Mae Dawson
Secretary ..... Hazel Kennedy
Treasurer ..... Leona Johnston
House Presidents ..... Melissa Hicks, Helen Boone, Virginia Rhea, Katie Yates
House Vice Presidents ..... Miliah Peele, Beatrice O'Neal, Viola Rimmer, Annabelle Wood

The mass meeting of the students was like a political convention. Owing to the fact that a deadlock arose it took four and one-half hours to elect the president and two hours to elect the other officers. It was a very interesting meeting.

The proctors of the Students Self-Government Association for the spring term are as follows:

West Dormitory

West Wing (upstairs) ..... Hortense Mohorne and Opal Watson
West Wing (downstairs) ..... Ruth Swinney and Sarah McDuffie
East Wing (upstairs) ..... Mary Belle McDade and Alma Walkup
East Wing (downstairs) ..... Clara Dowdy and Beatrice James

East Dormitory

West Wing (upstairs) ..... Mary Sumner and Irene Woodlief
West Wing (downstairs) ..... Carrie Lee Bell and Pauline Stem
East Wing (upstairs) ..... Mary Byrd Penny and Kathryn Kelly

CLASS OF 1921

The Ragged Robin

Reminder of a time so dear,
Attendant of the peaceful spring,
Gift of the gods to please and cheer,
Graceful and pure, your petals bring
Eternal joy. Your blossoms blue
Do always tell us to be true.

Reveal to us thy hidden power;
O make us, in the testing hour,
Both wise and good, sweet little flower.
Inspire us with a love for beauty.
Nor let us leave the path of duty.

Officers, 1921

JOSIE DORSET.....*President*
HELEN CROOM.....*Vice-President*
JENNIE MAE DIXON.....*Secretary*
WILMA BURGESS.....*Treasurer*
CLEYFE HOLLOWAY.....*Critic*
MARY CRINKLEY.....*Doorkeeper*

Class of 1921

As president, I present to the public the Class of 1921.

On all the pages before this you see our work, and you have been seeing it in the QUARTERLY throughout the year. Although we are prospective teachers, we are merely natural school girls, yet if you care only for the serious side of our lives turn no further, for from this page on we are at play. You see us as we are when off duty.

You can look into our faces—for our pictures are here.

A group of eighty-six to be placed on a 7 by 11 page dwarfs each one so that we feared the public might not get a clear idea of the importance of each one of the Class of 1921. To spread us out individually would take up so much space that it would give undue prominence to each one. Therefore, we divided ourselves into three groups, like all Gaul, but as all Gaul was one country, we wish

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it to be distinctly understood that we are one in heart and mind and deeds.

The numbers underneath the pictures refer to the names as given in the statistical roll.

JOSIE DORSETT, *President.*

Senior Honors

STUDENT GOVERNMENT.—President, Helen Bahnson; Vice-President, Ethel Brothers.

HOUSE PRESIDENTS.—Helen Croom, Elizabeth Brown, Camilla Pittard, Jennie Mae Dixon.

CLASS REPRESENTATIVE.—Elfye Holloway.

SOCIETY PRESIDENTS.—Lanier, Helen Watson; Poe, Julia Taylor.

Y. W. C. A.—President, Mary Daniel.

CHAIRMEN OF DEPARTMENTS.—Julia Taylor, Ruth Dean, Elizabeth Brown, Sallie Bell Noblin, Earle Wynne, Helen Watson.

ATHLETIC LEAGUE.—President, Emily Langley; Business Manager, Elfye Holloway.

QUARTERLY EDITORS.—Editor-in-Chief, Grace Strassburger; Business Manager, Elizabeth Bahnson; Assistant Editors, Marion Hodges and Doris Tripp.

CHIEF MARSHAL.—Ruth Dean.

MARSHALS.—Elizabeth Brown, Elizabeth Bahnson, Emily Langley, Maybelle Privott, Linda Warren, Annie Laurie Baucom, Nell Pappendick and Margaret Hayes.

(All these are in picture group No. 1.)

STATISTICAL ROLL

Name	*Age* / *Favorite Occupation*	*Ambition* / *Noted For*
1. Margaret Alston	And he got married / Studying	To teach / Silence
2. Gladys Arnold	Her height plus two inches / Looking dignified	To be a "Mighty smith" / Snappiness
3. Helen Bahnson	She voted / Giving advice	To please / Sweet disposition
4. Elizabeth Bahnson	Ask her / "Office Boy"	To teach in California / Being Helen's sister
5. Fannie Bett Brown	Still young / Bragging	She lost it / Domestic skill
6. Annie Laurie Baucom	She could be sensible / Being dated	To be love(d) / Pensiveness
7. Gladys Ballance	A mystery / Copying P. M. notes	Unknown / Her flirtations
8. Alice Best	Who cares / "Casing"	To be an artist / Slimness
9. Lois Boone	See style of hair / Teaching history	Ask her / Her love affairs
10. Ethel Brothers	Censored / Going rather fast	To teach them—what? / Her speed(y)
11. Elizabeth Brown	Use algebra / Singing	To be a choir leader / Piety
12. Miriam Burbage	Size doesn't always tell / Ask Thelma	To be tall / Her style
13. Maybelle Beacham	Beyond recall / Fussing	To be a second Miss T. / Talkativeness
14. Nellie Benson	Unknown / Being silent	To teach / Conversational ability
15. Wilma Burgess	A voter? No / Seeing Miss Jenkins	Country schoolmarm / Collective ability
16. Lois Byrum	Can still tell it / Studying in library	To be a barber's wife / Bluffing
17. Blanche Cannon	Old enough to teach / Writing letters	To be a poet / Leading yells
18. Lucile Carlton	Who cares / Walking	To be like Miss D. / Domestic skill
19. Ethel Clements	Look at her teeth / Playing the uke	To live in New Bern / Timidity
20. Robbie Clouse	Height doesn't tell / Writing to Pat	To be as tall as Gladys / Sweet disposition
21. Mattie Connelly	Don't ask / Sewing	She lost it / Conversational powers
22. Mary Corbett	Same as Ethel / Playing uke	To educate one / Her love of "Ivanhoe"
23. Mary Crinkley	Goodness knows / Asking questions	To be an interior decorator / Sarcasm
24. Helen Croom	Knowledge doesn't count / Talking to Mr. Austin	To be like Helen B. / Her orations
25. Mary Daniel	Look and see / Looking angelic	To link it up with life / Studying psychology
26. Ruth Dean	Beyond recall / Singing	To go to Holland / Witty sayings
27. Jennie Mae Dixon	Why do looks deceive? / Curling her hair	Hasn't any / Her gracefulness
28. Josie Dorsett	Voting! / Calling class meetings	To be a prima donna / Bus-i-ness
29. Nannie Lee Elks	Eleventy seven / Sitting	To graduate / "Sweet" disposition
30. Carrie Evans	Quite young / Buying soap	To be as tall as Margaret / Height
31. Millie Everett	Too much to count / Calling girls down	To be matron / Crushing on Miss M.

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DAISY EVEGETT	Three guesses Studying	Undiscovered Looking wise
BRUCE EXUM	Less than fifty Walking	To have long hair Curly hair
EFFIE FULLER	Young for her age Running her mouth	To be pretty Bashfulness
ENNIE MAE HARRELL	She knows Flirting	Hard to say Style of hair
NANNIE B. HARRELL	Who wants to know? Going to Ayden	Unknown Teaching
LOIS HASKINS	Old as she looks Giggling	To teach and grow fat Noise
MARGARET HAYES	Ask Thad Deciding what to do	To be famous Wisdom
MARION HODGES	Don't, I'll laugh Working math	To be like Miss Graham Knowledge
ELFYE HOLLOWAY	Old enough to entertain Making music plans	To be an athlete "All 'roundness"
BESSIE HORTON	Size deceives Unknown	To be a loving wife Demureness
PATTIE HUNTER	Less than thirty Combing her hair	To go on the stage Her "Basso profundo" voice
MATTIE HUNT	Watch her sing Singing	To sing like Miss M. Quietness
AGNES JONES	Did she vote? Looking for birds	To teach Her mathematical calculation
BEDIE JONES	Doubtful Taking notes	To have more time Silence
AILEEN JONES	Soon to stop teaching Singing	To be a Caruso Flirting
GRACE JENKINS	Old enough to teach Studying history	She is deciding Good English
ANNIE JAMES	Look behind her glasses Studying	To teach Silence
ANNIE JESSUP	Old enough to fuss Talking about home	To go home Pensiveness
LILA MAE JUSTICE	Old enough to marry Fussing with her room-mate	To be thin Her slimness
ALLIE LAMPLEY	She can be pensioned Getting up notes	Only to teach Quietness.
MYRTLE LANE	Beginning the teens Being silent	To stay at home Being homesick
EMILY LANGLEY	—?— Getting even with Mary	To be Mary's little famb Being late
METTA MCGOWAN	Her hair is thin Ask Gladys	To leave school Gaiety
MYRTIE MORSE	Old enough to teach Meditating	To teach and grow fat Wisdom
SALLIE BELLE NOBLIN	Depends on hair dressing Collecting "Mission" books	To have a "Bud" Piety
MARY PERKINS NORMAN	She wont tell Wearing out shoes	To teach out West Wisdom
NELL PAPPENDICK	Over sixteen Going up town	To be different Arguments
AUDREY PARKER	Rather young Unknown	To be a queen Pretty hands
SARA PEARSON	Withered Cleaning	To have a crush Her winning ways
INEZ PERRY	She's dried up Teaching reading	To ride in an Oakland Boisterousness
ROSALIE PHELPS	Older than you'd think Can't decide	To be like Ennie Mae Her sweet smile
CAMILLA PITTARD	Less than fifty Walking Raleigh streets	To be dignified Making reports
MAE BELLE PRIVOTT	She has received proposals Fixing the table	Make a musician happy That enticing look
LYDIA PURSER	Not fixed Talking about the Forrest	Lost Innocence

66.	RUTH POINDEXTER	Old as the hills Working	To be a schoolmarm Her manly voice
67.	MILDRED REED	She's young Looking angelic	To be tall Making dates
68.	ETTA ROWLAND	Hard to say Teaching about Japs	To concentrate Studiousness
69.	IRENE SMITH	Can't count it Talking of Dover	To obey *Laws* Her sweet temper
70.	SARA SMITH	You can't never tell Gossiping	To be admired Looking for Crink
71.	THELMA SPEIR	Guess again Deciding	To read letters Her laziness
72.	GRACE STRASSBURGER	Just "rite" Bumming	To be an editor "Unsophisticatedness"
73.	PEARLE STRAUGHN	About ——? Playing	To play Entertainment
74.	MARY SUMNER	Beyond recall Scrapping	To favor Emily Talking
75.	JULIA TAYLOR	She's all right Presiding	To please Miss Muffly Capability
76.	CLARA MILDRED TODD	Iron age Hopping	To cook for two Her good note books
77.	DORIS TRIPP	Three bits Walking	Oh! you know Piety
78.	MABEL THOMAS	There's no telling Looking for Etta	To lead her classes Her knowledge
79.	CHESSON VAN LANDINGHAM	Count it up if you can Singing	Unknown Keeping the rules
80.	IRMA VAUSE	X —|— 8 Eating	Deciding Her mouth
81.	LINDA WARREN	She never tells We all know	Unknown Her sweet smile
82.	HELEN WATSON	Do you know? Bluffing	To teach school Excitability
83.	MAYME WHITFIELD	A decade or so Breaking hearts	She lost it Reckless driving
84.	METRICE WOODLIEF	I wonder Reading methods	To climb the heights Patience
85.	ROSALIE WOODLIEF	Doubtful Playing ball	To make a hit Dash
86.	EARLE WYNNE	Young for her age Running her mouth	To be pretty Bashfulness
87.	NORMA WARD	About 5 ft. 6 in. Unknown	Unexpressed Minding her business

ETHEL BROTHERS,
ELIZABETH BAHNSON,
MARY SUMNER,

Lookout Committee.

Who's What in 1921

1—Most popular, Helen Bahnson.
2—Most attractive—Margaret Hayes.
3—Cutest, Robbie Clouse.
4—Best all around, Helen Bahnson.
5—Prettiest, Annie Laurie Baucom.
6—Most graceful, Jennie Mae Dixon.
7—Biggest flirt—Aileen Jones.

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8—Best athlete—Elfye Holloway.
9—Most unsophisticated, Audrey Parker.
10—Best dancer,
  a. Leader, Aileen Jones.
  b. Follower, Lois Byrum.
11—Most musical (vocal and instrumental), Mabelle Privott.
12—Most stylish—Nell Pappendick.
13—Most reserved, Gladys Arnold.
14—Most dignified, Camilla Pittard.
15—Laziest, Thelma Speir.
16—Best natured, Agnes Jones.
17—Most ambitious, Mabel Thomas.
18—Most conscientious, Mary Daniel.
19—Most conceited, Earle Wynne.
20—Wittiest, Ruth Dean.

OUR DEEDS SPEAK FOR US

We, the Class of 1921, who are about to complete our school career at East Carolina Teachers Training School, feel that we should leave a record of our deeds, properly recorded and authenticated.

The class was organized November 19, 1917. We then had thirty-four members, with Miss Maria D. Graham as class advisor; Pearl Prescott, president; Caroline Fitzgerald, vice-president; Alice Wilkerson, secretary; Inez Perry, treasurer, and Clara Mildred Todd, critic. The class flower of 1917, the ragged robin, was chosen as ours, and the class colors of that class and the class of 1913, Yale blue and white, were passed on to us and willingly accepted.

During the spring term we presented as our Annual Assembly program four episodes from the Middle Ages:

1. The Story of Charlemagne's School.
2. The Knighting of a Squire.
3. A Feudal Ceremony.
4. The News of the Invention of Printing in the Monastery.

This program was for the purpose of vitalizing the work in history. The audience pronounced it very interesting.

"Pickled Pollowog" was the play presented to our sister class on the evening of May 20. Judging from the reception given it, we made our fame as comedians.

"Fifty-seven varieties" of "B's" arrived in the fall of 1918. We started to work with the following as leaders: Miss Maria D. Gra-

ham, class advisor; Julia Taylor, president; Carrie Vanhook, vice-president; Camilla Pittard, secretary; Geneva Lancaster, treasurer, and Katye Harris, critic.

As this year was a time that called forth patriotism and thrift, we organized a War Saving Society and bought War Savings Stamps. We were ready to give our savings to worthy causes; we therefore contributed to the Armenian Relief Fund.

"The Emancipated Ones" was the title of the prophetic play presented to our sister class, and the faculty members as honorary members. We had no idea the prophesy of this play would be fulfilled, and some of us, at least, would be voting before we finished our career here.

"It Happens In Japan" was the title of the play presented at our annual Y. W. C. A. services. We conducted the chapel exercises with a memorial service for Ambassador Walter Hines Page. During the service we presented a picture of Ambassador Page to the school.

We were highly elated in the fall of 1919, when after registration day we found that we had one hundred and nine in the Junior Class. We began our work as a professional class with Helen Bahnson, president; Mary Sumner, vice-president; Thelma Linton, secretary; Ethel Brothers, treasurer; Ruth Dean, critic; Emily Langley, door-keeper; Geneva Lancaster, cheer-leader, and Maridonna Swanson, mascot.

We decided to accept the suggestion of the President of the school, and instead of having one class advisor have all of the faculty. The one who had been our class advisor for two years, because of pressure of work, could not continue to be as one of us. We believe that this class has gone on record as having used the faculty when wanted and needed, and having left them alone when not wanted or needed. At any rate, we lived through the year, and it has been said that our Junior year was a wonderful success, and we made a name for our class. After the success of our first year without a special class advisor, in the fall of 1920 this plan was adopted by all the classes.

We tried to make the "A's," our sister class, feel at home by giving them an informal reception.

"Junior Class 100% Strong in Y. W. C. A. Membership" was the announcement made at our annual Y. W. C. A. services. At this service we gave a missionary program, which brought out very clearly the work and needs of missionaries in home and foreign fields. As it is a custom for each class to conduct the assembly exercises sometime during the year, we decided to use Washington's Birthday for

our date. We dramatized the most important events of Washington's early life at this period, and in the evening we gave the important events of his later life. After this program, which brought out the originality and the dramatic ability of the girls, the faculty and some members of our class said that the possibilities of our senior dramatics were very promising.

The Junior-Senior reception was said to have been one of the most enjoyable events of the year. This was given in the dining hall. Besides the contests, and other things given for entertainment, readings were given by Miss Catherine Fahnestock, of Harrisburg, Pennsylvania. We were fortunate in having this charming and popular Chautauqua reader who was visiting her sister here.

"A May Carnival" was displayed in bold type ads on the campus and downtown for a number of days before May 5. On this day the carnival was given, and the crowds that poured in proved that advertising pays. Seventy-five dollars of the proceeds from this was given to the Y. W. C. A. to help send delegates to the Y. W. C. A. conference at Blue Ridge.

We think the best thing we did for the school was to introduce and begin Student Government. Mr. Wright and the entire faculty were in favor of Student Government. They seemed anxious for us to take the lead in this movement which would mean so much to this school if it proved a success. The officers were elected before the end of the spring term, but Student Government was not to be put into operation until the beginning of the fall term in 1920.

The height of our ambition was at last reached when we became Seniors. This is what we had been looking forward to for three years. We had also hoped we would be the largest Senior class in the history of the school. This hope was reached when eighty-seven girls registered as Seniors in the fall of 1920. The officers for the year are displayed elsewhere. As our former class mascot, Maridonna Swanson, had moved away, we elected Leon R. Meadows, Jr., as mascot of the class.

One event of the year that was immensely enjoyed by everyone present was the reception given by the Juniors in honor of the Seniors.

One of the events of every class is an annual Y. W. C. A. service. When our time came, "Love" was our theme. It was said that our program was carried out very effectively and appropriately. At our annual assembly period we gave a "Riley" program. At this period the life of James Whitcomb Riley was given, and some readings from

Riley were also given. These readings were given by Mrs. Chester Harris, of Greenville, N. C.

The history of this year is seen through the QUARTERLY. Turn the pages and see a full account of our deeds, especially during the last quarter. Notice that during the past few weeks we have been busy. We have had the State College Band to entertain us with a concert and the privilege of entertaining them; "Happy," the clown, came and went; we won the cup for basketball, leading in the athletics in school; tree planting; and the climax of all is the Senior play.

All the events recorded in our class annuals may seem trivial to some, but with these and our regular school work filling in the gaps we have spent four very busy, but very happy years. Those who can read between the lines can understand the amount of work, the joy, the hopes and fears of all these years.

RUTH DEANS,
CARRIE EVANS,
Historians.

Athletics

From the beginning of the Junior year athletics has been an outstanding feature to the minds of the members of the Class of '21. Our colors, blue and white, are now on the basketball cup, and also the school cup. We won the basketball cup this year. Our only regret is that we didn't have the chance to show the Class of '20 that we would and could have won the basketball cup last year. All we needed was somebody to play us. We are now working hard in order to keep our colors on the school cup, leaving here with our colors on both cups.

When the Class of 1921 were A's, athletics were "dead" except for the enthusiasm in basketball. Being A's, and that means tiny in the sight of the Juniors and Seniors, we took no active part in the athletics in 1917-18.

In the fall of 1918 the Athletic League suspended the athletics that we are so accustomed to, and put in that form which at the time was more popular, namely, cotton picking, etc., and making their main stake help with labor problems and to make money to help in war activities. In this the "B" class went in with whole-hearted enthusiasm, organizing a Thrift Club. On account of the influenza epidemic, the tennis and basketball tournament could not be played that year.

1—Captains of Teams *2*—Tennis Champions *3*—Walking Club
4—Basket-Ball Team *5*—Volley-Ball Team

In the fall of 1919 the Athletic Association was reorganized at the Training School. One of our class, Emily Langley, was elected secretary of the league. The first thing of interest was the annual Thanksgiving Day basketball game. The score was 11 to 6 in favor of the Juniors. The lineup for our class was as follows: Center, Rosalie Woodlief; forwards, Emily Langley and Elfye Holloway; guards, Mabel Harris and Blanche Cannon; side center, Nell Pappendick. This was a big game, and we were justly proud of the score. This success was the beginning of our athletic career.

To encourage the girls we decided to bring into the school emblems. We worked out a point system, requiring a certain number of points to win an emblem. To do this we won points in walking, volleyball, basketball, and tennis. A committee of girls kept the points. These were, Misses Mary Crinkley, walking; Mabel Harris, volleyball; and Emily Langley, basketball and tennis. To be counted, points had to be turned in to this committee on the day they were won. At the end of the year those winning emblems were as in order: Misses Elfye Holloway, Emily Langley, Mary Sumner, Mary Crinkley, Helen Bahnson, Metrice and Rosalie Woodley, Thelma Speir, Pearl Straughn, Grace Strassburger and Maebelle Privott.

In the winter term the class team began practicing basketball. The team had rebuilt its strength of the fall and was practically ready for the tournament when the Seniors, at the next athletic meeting, refused to play on the grounds that they had no time to practice on account of the Senior opera. This was a disappointment to the entire school. But the members of the Class of '21 were not to be outdone by this.

We were all the more determined to win the school cup. To do this we had to work hard in the three sports, tennis, volleyball and walking. Langley and Holloway represented our class in tennis, with Helen Bahnson and Grace Strassburger as substitutes. The Seniors won in tennis but lost in volleyball and walking. Grace Strassburger did excellent work in serving the ball in the volleyball game.

The cup was presented by President Wright on Saturday morning, May 29th, at the last assembly of the year to the Juniors. Miss Helen Bahnson, our President, accepted the cup and changed the colors. This was a day that will be remembered by the Junior Class of '21.

In the fall of 1920 we returned as Seniors. Our heads had been slightly turned by our success as Juniors. We were ready and eager

to start the new year. The first thing was the election of the officers Emily Langley was elected president; Elfye Holloway, business manager, and Agnes Jones school agent, all coming from our class, the secretary and sergeant-at-arms coming from the Junior and "B" Class, respectively.

Then came the annual game on Thanksgiving Day, which was played between the Juniors and Seniors. The basketball court was made smaller, as the players were going by the new rules instead of the old rules, as they had done for a number of years. Our lineup was as follows: Forwards, Elfye Holloway and Emily Langley; guards, Mary Sumner and Metrice Woodlief; jumping center, Rosalie Woodlief; substitutes, Maebelle Privott, Blanche Cannon and Helen Bahnson. The score was 15 to 5, in favor of the Seniors. Both sides played well. The team-work on the part of the Seniors was splendid, especially is this true of Rosalie and Metrice Woodlief, for the ball seemed to fall into their hands.

During the week of March 15-18 the basketball tournament was played. There was a great deal of excitement and interest in the series of games. On Tuesday the Seniors and Juniors played. The score was in favor of the Seniors. On Wednesday the Juniors and "B's" played. The "B's" won by the score of 6-4. This is the first time in the history of the school that one of the lower classes has had the honor of being in the final games. We were proud of our sister class. The final game was between the Seniors and "B's." The "B's" put up a good fight, but the Seniors won the day, thus winning the basketball cup. At the close of the last game Mr. Wilson presented the cup to Miss Elfye Holloway, captain of the Senior Team, commending the class for their excellent playing and wishing them success in the game of life.

The Class of 1921 is proud of its record in athletics, and hope the "B's" will keep the cup in the family.

AGNES JONES, '21.

"MONSIEUR BEAUCAIRE"—THE SENIOR PLAY

April 22 was Senior Play night. The play this year was "Monsieur Beaucaire," a wonderful dramatization of Booth Tarkington's novel. It is a French play only so far as the leading character is concerned, and yet it is Frenchy; it is a charming romantic comedy.

Adele Gutman Nathan managed the performance, spending the

last two weeks here, Miss Muffly coached the play until her arrival. Mr. Austin and Mrs. Nathan planned and arranged the scenery, which was quite different from anything heretofore seen in the school.

The costumes were those from the days of brocade and velvets. The cast of characters was excellent.

CAST OF CHARACTERS

Monsieur Beaucaire ..... RUTH POINDEXTER
Duke of Winterset ..... ELFYE HOLLOWAY
Harry Rackell ..... PATTIE HUNTER
Mr. Molineux ..... EARL WYNNE
Captain Badger ..... MILLIE EVERETT
Beau Nash ..... JOSIE DORSETT
Mr. Bantison ..... GRACE JENKINS
Sir Hugh Guilford ..... JULIA TAYLOR
Henri De Beaujolais ..... THELMA SPIER
Marquis De Mirepoix ..... MAYBELLE BEACHAM
Lord Townbrake ..... MABEL THOMAS
Lady Mary Carlysle ..... HELEN BAHNSON
Lady Malbourne ..... ANNIE LAURIE BAUCOM
Lady Clarise ..... CAMILLE PITTARD
Lady Rellerton ..... ETHEL BROTHERS
Lady Baring-Gould ..... IRENE SMITH
Estelle ..... NELL PAPPENDICK
Marie ..... ROBBIE CLOUSE

Servants to Beaucaire—
SALLIE BELLE NOBLIN, MILDRED REED, PEARLE STRAUGHN, NELLIE BENSON, MARY SUMNER, ROSALIE WOODLIEF
Servants to Winterset—
ETTA ROWLAND, MYRTLE LANE, NORMA WARD, DORIS TRIPP, MARGARET ALSTON

SENIOR ENTERTAINMENTS FOR WINTER TERM

STATE COLLEGE BAND AND RECEPTION

The following program was rendered by the North Carolina State College Band on the evening of Feb. 19.

PART I

OVERTURE—"Symbol of Honor" ..... *Skaggs*
AIR VARIE—"The Old Home Down on the Farm" ..... *Harlow*
(Cornet Solo—Mr. Carl Taylor)
SELECTION—Faust ..... *Gounod*
WALTZ—"Wedding of the Winds" ..... *Hall*

PART II

CLUB SWINGING, BY MUSIC.....Mr. F. A. Prentis
MARCH—"American Patrol"..... *Meacham*
SOLO—"Fire Fly"..... *Stobbe*
(Xylophone—Mr. T. C. Felton)
SERENADE—"Twilight Hour"..... *Myers*
MARCH—"Stars and Stripes".....*Sousa*

The Greenville papers had the following report of the reception:

The reception given by the Seniors after the concert was one of the greatest social affairs in the history of the class. The parlors in West Dormitory were effectively decorated in blue and white of class, and red and white of State College.

The lights were red, giving a warm shade of welcome to the whole scene. The red of the State College was carried out in the punch room by the use of a mass of beautiful red japonicas arranged around the punch bowl.

In the receiving line were President and Mrs. Wright, Mrs. Beckwith, and the officers of the class, and Miss Jenkins. The officers are Miss Josie Dorsett, president, and Misses Jennie Mae Dixon, Wilma Burgess, Mary Crinkley, Elfye Holloway. Miss Helen Bahnson, president of the Student Government Association, Misses Mary Sumner and Ethel Brothers met the guests at the door. Misses Emily Langley, Annie Laurie Baucom, Mildred Reid and Mary Perkins Norman conducted the guests from the line to the punch bowl. Misses Mary Daniel, Grace Strassburger, Doris Tripp and Julia Taylor served punch. Misses Linda Warren and Margaret Hayes saw that each guest had a partner.

Miss Helen Bahnson, as chairman of the committee on entertainment, had charge of the "stunts"—a marshmallow contest, a peanut race, and posing before a camera. Miss Blanche Cannon won the prize for the first, a "squealer." Miss Irma Vause and Mr. Worth Allsbrook won prizes for the second, kewpie dolls dressed in State colors, and Miss Elfye Holloway and her partner won the 1921 emblem for the third contest.

Refreshments were served by a line of Seniors who filed through the rooms. Miss Aileen Jones sang during the evening. There was not one dull moment from the time the guests arrived until the good-night yells from each school.

Col. Olds accompanied the band and was master of ceremonies. There were six members of the faculty in the band—Capt. Price, Messrs. Maynard, Prentiss, Hall, N. B. and H. M. Foster.

The members of the band are as follows: Director, R. W. Price; drum major, Zachary; cornet players, Starr, Taylor, Matthews, Graham, Prince, Harrill; clarinet players, Norris, Armstrong, N. B. Foster, J. R. Chamberlain; flute player, J. M. Foster; baritone, Jones; alto horns, Ware, R. G. Foster, Monroe, Harris; trombone players, Stephenson, Kearns, Lewis; drums, xylophone, bells, etc., Felton, Ray, Breen; brass horns, E. D. Barr, B. B. Barr, Hall; saxophone players, Maynard and Rice.

RILEY ASSEMBLY PROGRAM

A James Whitcomb Riley program was given March 5 in the annual Senior Assembly exercise. After the class march in the following program was rendered:

Song ..... School
Scripture Reading ..... JOSIE DORSETT
Short Sketch of James Whitcomb Riley's Life ..... HELEN BAHNSON
Readings from Riley ..... MRS. CHESTER HARRIS
Song—"Don't Cry, Little Girl, Don't Cry" ..... D2's

RECEPTION TO "B's."

The Senior Class entertained the "B" Class on March 12 by giving a delightful St. Patrick's Day party. The parlors in the West Dormitory were decorated in Irish green and shamrocks were in evidence everywhere, thereby carrying out the "B" Class colors, green and white. The punch bowl was in a mass of green. The favors were little boxes, with a shamrock on the cover, and filled with green mints. These were delivered to Miss Maggie Dixon, president of the "B" Class, by a decrepit old lady, with her "little granddaughter," a fairy-like creature dressed in white with shamrocks sprinkled over it. She bore a big green box filled with the favors, which were distributed by the president.

The entertainment features of the evening were enjoyable contests between the "B's" and Seniors. The first of these was a left-hand writing contest with one sheet of paper for the "B's" and one for the Seniors. The next was a spelling match, with the two classes matched against each other to see who could spell backwards the words given out. In the last one, girls from each class were selected and were shown some pitchers on the floor, and were told that they must watch carefully where these were, and when they came in blindfolded they must walk around and not touch these. When the blind-

folded girls moved around the room, stepping high, there was much fun watching them avoid the pitchers, which in the meantime had been removed.

At the end of the evening Mrs. Beckwith delivered the prizes, which were souvenir favors in green and white.

VISIT FROM HAPPY

On March 14 the Senior Class had a Health Clown, "Happy," to give a performance. It was a thing which entertained the children and grownups of Greenville, and which furnished helpful suggestions as to how to keep well. The eight health rules were brought out in an amusing, and at the same time impressive, way.

SENIOR TREE PLANTING

The Senior Class planted their tree between the dining room and the powerhouse on April 2d. After the school marched out the following program was rendered:

Class Song.....Senior Class
Message of the Tree.....JOSIE DORSETT
Song—"Planting the Tree".....Class
The Heart of a Tree.....CAMILLA PITTARD
Woodman, Spare That Tree.....MARY SUMNER
Dedication of the Tree.....Class
Presentation of Tree to Pres. Wright.....JOSIE DORSETT
Acceptance of Tree.....PRES. WRIGHT
Spade Given to Juniors.....————
Junior Class Song.....Junior Class

The tree planted is an evergreen oak with an interesting history. The parent tree from which it came was brought from Arron, Scotland, and there is only a small number of these trees in this country.

SLIPS AND SLIDES

Helen Bahnson, teaching The Ugly Duckling in the third grade, asked the question, "How does a guinea's egg look?"

Freckled-face Boy—"It's freckled, just like me."

Lila Mae Justice, conducting prayer in morning exercise in first grade.

Boy (waving his hand frantically)—"Miss Justice, Edward didn't close his eyes."

Miss Justice—"Well, you close your mouth, please."

1, 2—Planting the Class Tree

5—A Hallowe'en Group

6—Puritans

3—Senior Members Student Council

4—Presidents of Organizations

Junior, on seeing the green shades on the electric bulbs, said: "I can't for the life of me see why they put those Victrola records on the lights on the rostrum."

Smithey—"Goodness, I sat on your nail scissors!"
Crink—"Heavens above, I hope you didn't break them!"

Miss Scobey (Domestic Science class)—"Miss Jones, what do we mean by the term 'pasteurized milk'?"
Miss Aileen Jones—"I er-er, I think it's when a milch cow has been raised in a pasture and pasteurized milk is the milk we get from this cow."

One senior (D. T.) remarked as she was coming from uptown that the business part of Greenville was awful, but the presidential section was beautiful.

Elizabeth Bahnson came back after Easter holidays raving over her new beau—that he wasn't so good looking, but he was so unsophisticated.
Mary Daniel afterwards said, "Elizabeth said her beau was so felicitated."

Crink—"I wish I could take 'Country Life in America.'"
Nell Pappendick—"Well, sure thing I don't; I have enough subjects already."

Nannie Lee—"Who is going to write the 'jungles' for the Senior Quarterly?"
That gave us the title we are using.

Being requested by Mr. Austin to look up rivers, Lucille Carlton was unable to find "Bordering Waters."

Annie Laurie and Jinks, discussing the reception given to the N. C. State College Band.
Jinks—"I tell you that just gave me a taste of life, and I want some more."

CLASS REUNION IN 1931

(Special to the Training School Quarterly.)

June 6, 1931.

It is my pleasure to be reporter for the reunion of the Class of 1921. Much interesting news of my classmates and friends have I gleaned during the three days of this commencement, the 22d, of this school.

On June the 6th, 1921, ten years ago, as we assembled on the Training School campus for our class day exercises, just before going into our great teaching careers, little did we think that today, June the 6th, 1931, would find us so far apart in actual careers. We were all in one class then, prospective teachers, and thought ten years later we would be teachers still, whether married or single.

Every effort was made to get every member of our class to be present at this reunion, but as it was impossible for some to come, they have either sent messages, written personal letters, or I have heard through some one else the reason for their absence. Last night I received a cablegram of love and regrets from Miss Alice Best, who is now studying art in Paris. She sent, weeks ago, the wonderful posters used in advertising the Alumnæ Concert.

There are three musicians from our class, Miss Carrie Evans, who is teaching piano in New England Conservatory, and two opera singers, Miss Josie Dorsett, who will appear in Chicago grand opera on this date, and Miss Aileen Jones. We are indeed proud to have Miss Jones and Miss Evans with us, and they will appear in the Alumnæ Concert tonight.

I have seventeen personal letters, six of which came by air mail, from members who could not return because of household duties. How we would like to look into the happy homes of these. They are leaders, whether living in mansions or bungalows. You will find in the class register their present names and addresses, but they are, as we knew them, Ruth Dean, Miriam Burbage, Sallie Belle Noblin, Nell Pappendick, Irene Smith, Maebelle Privott, Lois Byrum, Camilla Pittard, Ethel Clements, Jennie Mae Dixon, Elizabeth Bahnson, Nellie Benson, Mattie Connelly, Metrice Woodlief, Clara Mildred Todd, Lois Boone and Mattie Hunt.

We find ten of our class staunch and stormy politicians, while several others are playing a very important, but more quiet, part in politics. One of these, Miss Helen Bahnson, who is one of the most distinguished Senators, is now attending the special session of Con-

gress. She received much of her early training right here. She is now chairman of important committees, and is considered the best parliamentarian in the Senate. She made a great reputation as chairman of the last National Democratic Convention. The other nine are present. There is one judge, Mrs. F————, formerly Elfye Holloway; three lawyers, Misses Haskins, Cannon and Everett, and four mayors, Mrs. T————, formerly Maebelle Beacham, Julia Taylor, Pattie Hunter and Ruth Poindexter, and one City Manager, Helen Watson. The last named determined in her first year here her career.

These are all prominent in North Carolina education. If our class were to drop entirely out of the educational life of North Carolina it would be like dropping the bottom out of a bucket.

Of the eighty-six members of our class there are twenty-nine who are teaching in public schools, seven who are teaching in colleges, five who hold the office of County Superintendent, and one who is now State Superintendent. Those teaching in public schools are Mrs. F————, formerly Miss Gladys Arnold; Mrs. M————, formerly Miss Bedie Jones; Misses Jessup, James, Carlton, Whitfield, Pearson, Perry, Corbett, Daisy Everett, Fuller Rowland, Hayes, Elks, Sarah Smith, Ballance, McGowan, Justice, Ward, Exum, Morse, Alston, Lampley, Lane, Jenkins, Elizabeth Brown, Horton, Phelps, Van Landingham, and Rosa Lee Woodlief. The County Superintendents are Miss Irma Vause, who is Superintendent of Pamlico County; Doris Tripp, Bertie County; Fannie Bett Brown, Johnston County; Annie Laurie Baucom, Wake County, and Mary Crinkley, Warren County. (By the way, Miss Crinkley has written a most interesting history of Warren County. A number of the eighty-six have been writing county histories, as well as making history for their county. Those teaching in colleges are Wilma Burgess and Mabel Thomas, of the North Carolina Teachers College, Greenville, N. C.; Earle Wynne, Meredith College; Mary Perkins Norman and Agnes Jones, Trinity College; Mary Daniels, Peabody, and Miss Pearl Straughn, North Carolina College for Women. Mrs. H————, formerly Ethel Brothers, as we all know, is our present State Superintendent.

Miss Thelma Speir is now at the head of the sales department of a big firm in Baltimore which manufactures various cosmetics.

Miss Helen Croom is stage director of the Harrell Movie Company. This company belongs to Ennie Mae and Nannie B. Harrell,

and I'm sure almost every one of us has seen recent pictures featuring the "Harrell Sisters."

There are four of our class that are nurses, Mildred Reed and Marion Hodges, of Johns Hopkins, Baltimore, and Lydia Purser and Robbie Clouse, of St. Lukes, Richmond.

Miss Linda Warren is in Chautauqua work. She expects to be with us within the next two or three days, as she is touring Eastern North Carolina this month.

Miss Grace Strassburger, who is Editor-in-Chief of the *Philadelphia Record,* is going to send each of us a copy of next Sunday's paper, in which this class will be especially featured. You can compare this group with the ones in the QUARTERLY of 1921 and note the changes in appearance.

Misses Mary Sumner and Emily Langley, who are now living in Richmond, sent a telegrapm saying they would join us if they could possibly catch the train. Just at the close of the meeting a whirr was heard above us and down dropped an airplane, and out stepped these two with marvelous tales to tell, but just which are the many things they are doing is chief, one could not find out. I'm sure the entire class will be glad to learn that Misses Sumner and Langley have at last found a way of traveling that will get them to their destination on time.

Not a soul in the class that hasn't made good! And they'll live on to ripe old age, thanks to the health lessons learned while in school, and plan to hold a big jubilee on the twenty-fifth anniversary of their graduation.

MARGARET HAYES

CLASSIFIED ADVERTISEMENTS

HELP WANTED—MALE

To keep me company on Sunday nights.—J. D.

To find one heart cracked and worn. —M. Crinkley.

To take me to a dance—any time—any place.—Aileen Jones.

Repairs done on one Studebaker.—Blanche Cannon.

A select few to serenade in front of "West" dormitory.

WANTED

Miss Morse to tell me how she made arrangements to get a leave of absence.—Sara Smith.

A box of chewing gum to keep me company.—Annie Jessup.

Some one to introduce all the speakers in Y. W..—Mary Daniel.

Flowing tresses.—Agnes Jones.

A bite of real life.—Jennie Mae Dixon.

To know if Mr. Austin can make a plant to order.—Earle Wynne.

To know what we could have done without Helen Croom's help on the senior play.—Seniors.

To know the attraction on 5th Street.

To know if Emily Langley and Mary Sumner are ever on time to classes. —A. J.

To know when the parlors will be completed.—M. C. and N. P.

LOST

A beautiful voice.—Ruth Dean.

One heart between Training School and Evans St.; if found return to N. Pappendick.

A pair of old shoes somewhere in Greenville; if found please notify room I.

One fountain pen, one bottle of ink, two note books. Reward if returned to Sallie Belle Noblin.

Two post office box combinations.

FOUND

One letter from Greenville; owner may receive same by calling and paying for this ad, at room 80.

The key to Pat's heart.

One bottle of "anti-fat."

Two rats in the wash bowl.

One man's hat on the campus.

Ennie Mae Harrell studying the style book.

Rosa Phelps with a smile.

Margaret Hayes without curls.

Audrey Parker reading a novel.

Helen Bahnson still smiling.

Mary Crinkley still singing "Little Grey Home in the West."

FOR SALE

A sewing note book.—Thelma Speir.

Two rugs, very cheap.—N. P.-E. H.

One rocking chair, comfortable size. —Ethel Brothers.

Extra corn plasters.—M. B. Harrell.

One pair black satin slippers. Will have no need of them after I begin teaching.—Lois Bynum.

One hair brush.—S. Smith.

One neckpiece, two tails gone. Will sell to first bidder.—M. Hayes.

My bungalow apron; I see no use for it.—Gladys Ballance.

One ukulele—has two strings.—Mary Corbett.

One hope chest completed.—Maebelle Privott.

All pictures in my room.—Mayme Whitfield.

Eight electric hair curlers. I have decided they're too much trouble to me.—Lois Boone.

Two trunk ropes. I have too many. —Metta McGowan.

One coat-suit—can be altered to fit anybody desiring such — Carrie Evans.

My book on "How to Make Your Sweetheart Propose to You." It has proved very helpful to me.—Ethel Clements.

POSITIONS WANTED

A tall girl with black curly hair desires a position as teacher of 3d grade, with a single professor as principal. Town must have a picture show, and roads leading out from town must be paved.

Young lady desires position in a two-teacher school. Other teachers must be subject to humoring those around.—A Tall Senior.

Stylish young lady desires position as housekeeper. Prefers residence in an eastern town.—Earle Wynne.

A position wanted on small truck farm. Soil must contain all elements necessary to produce the highest net proceeds.—S. Smith, M. Crinkley.

WANTED—A position as chauffeur. Must be a Buick roadster, owner a single young man.

Graceful young lady of Senior Class wants a position as a dancing teacher.

WANTED—A position, any kind, shape, form or fashion.—M. H.

WANTED—A position driving a speedster.—Ethel Brothers.

WANTED—A position where there is plenty of amusement and little responsibility.—All in Senior Class.

WANTED—A position playing a piano in picture show. All pictures must be love stories.—P. S.

WANTED—A position for hunting hares.—P. H.

POSITION WANTED as housekeeper of a bungalow in Betsy City.—A. L. B.

WANTED—A position as a tobacconist's housekeeper. Big time and little responsibility.—T. S.

POSITION WANTED as an opera singer.—R. D.

WANTED—To know who is responsible for these columns.—Ans. Nellie Pappendick, Blanche Cannon, Jennie May Dixon.

SENIOR EXPERIENCES

Going to Joyner's

I consider myself very fortunate in having been given the opportunity to do a part of my practice teaching at Joyner's, in a typical three-teacher rural school. It was my first experience in a school of this kind. Many times I have heard that a country school teacher did not have to work nearly so hard as a town or city one, and I guess I had formed that opinion myself, but it was not many days before I was ready to change my mind as to this. To be a good teacher in a country school there are many problems to come up that a teacher having only one grade has never heard of, I firmly believe. Now, I feel that should it fall to my lot to teach in a country school I will have no easy task and many problems will confront me. I certainly have a much clearer idea of the teacher's work. Although it may be harder, it is certainly no less interesting.

Each one of us, who did some of our practice teaching at Joyner's, enjoyed our work and we feel we understand more fully what teaching in the country really is. Those who taught out there last regretted that, because of the bad roads from the Training School out to Joyner's, our teaching was abandoned a couple of weeks before the term was really out.

Getting to and from Joyner's is always a problem. Nearly all in our group could drive a Willys-Knight car. However, after careful consideration of the question from all angles, we decided on Mayme Whitfield as chauffeur. Mr. Wright went out with us the first two days and we were such an apt group he then felt perfectly safe to leave us. But had he known what was to follow I think he would have stayed at least a day longer.

At first the car just would not start. All of us had a trial but Mayme only, the first and last to try, succeeded in getting it started, thus proving our wisdom in selecting her as chauffeur. When we were at last off to Joyner's we were so excited Mayme forgot she must stop at Five Points, according to police regulations, and in trying to do so, suddenly, we almost ran into another car that was crossing at the same time, but managed to get by without a policeman getting us, and we were off again for Joyner's. Nothing else happened of unsual importance the rest of the trip out except murmurings from the rear seat, "Don't go so fast," "Oh, you are meeting some one," "Please put on the brakes!" Every girl helped drive the car. The way our chauffeur ignored our advice again shows our good judgment in selecting her.

We got to school just as the first bell was ringing. We joined in the opening exercises and started the day off in good spirits.

At 11:30 we were ready to start back to the Training School, for we were supposed to be back in time for an observation lesson at the Model School.

Did we do it? We got as far as Five Points with nothing unusual happening except merely knocking a Ford car out in the middle of the street, but we couldn't be bothered by so little a thing as that, for we must hurry on. Again we came face to face with serious trouble. Our chauffeur found it utterly impossible to change from low to high gear. We drifted on down Evans Street, from Five Points for at least three blocks. We were so excited that none of us realized that the motor was not moving at all, and a man walking along the street came over to see if we needed help. We hoped he did not want to pull us for speeding, for we were going at a rate of five miles per hour. He soon helped us to put an end to the "gear" trouble, and in a short while we were stopping at the Model School. Although we heard a part of the lesson taught, I fear the excited "bunch" understood little of the lesson.

Every Tuesday and Friday afternoon we drove out to the Joyner school to talk over our work with the critic teachers, also to get assignments for the week.

The children of this school gave an ice cream supper while we were teaching out there, and we, the student-teachers, were very glad to go. The purpose of this supper was to raise money to buy books for this school.

We were all sorry when our work was finished in the Joyner

school, and I hope the children were helped by my working with them as I was by their work.

Don't think for a moment that we considered going to and coming from Joyner's the day's work. What came between these times is what counted, but it would take a book to write it up.

MIRIAM BURBAGE, '21.

Being Postmistress

The sight of the postmistress in a school suggests mail, and, I fear, mail only. Every day more than three hundred pairs of eyes see me, and each time, only these questions arise, "Has the mail come?", "Have you put it up?", "Did I get any?"

When my eyes pop open in the morning the first thought is mail, because if I don't get it up before breakfast I will see three hundred disappointed people march to breakfast as if they were going to a funeral. The thought of mail comes as regularly as a tonic—three times a day, twice before meals and just after school. Only on Sunday mornings do I get the extra fifteen minutes of sleep, and then about the time I start to dress for Sunday school some one calls down the hall, "Annie Laurie, the mail has come." On Sunday afternoons, as I am enjoying a nap, or just before I get ready to join the parade on the campus, there comes the reminder from below my window, "The mail has come." However, at this hour the crowd is not quite as impatient as at other times, for those girls who are always expecting *mail* are too much interested in the *males* on Fifth Street to leave and go to the postoffice. I dare not let myself be seen on the campus after the mail is up, for all I would hear would be, "Did I get a letter?"

At the postoffice, at the noon mail hour, is one of the best places and times to observe human nature, and the various characteristics of individuals. It is generally accepted that everybody likes to get mail, so at mail time every type of human nature seems to show itself. There is always the noisy group, each one of whom shouts her affairs to the world, one calling across to another one, "Look in box No. 21", "If I don't hear from Bob today, I'll never write to him again," "I heard from Nick, but there's nothing in it," "Oh, 'Liz, I heard from Shorty," "Glory be! here's a check! Guess I'll go up street this afternoon," "Here's a 'call for package' slip; I hope it's something to eat," "My, this is a scorching letter," "Annie Laurie, didn't I get a package?" (when she wasn't even expecting one).

Then there is the type made up of those who never utter a sound about mail, but that's no sign that what is received by them is not interesting. Just watch one of these when she thinks no one is noticing her and see her face sparkle with enthusiasm, as she turns the pages of her letter; or notice the shadow of disappointment spread over her face as she finds no mail and calmly walks out. Then last, and least in number, are those (mostly the faculty) who, I would not say are altogether indifferent, yet had rather wait awhile and avoid the rush, knowing that their mail is perfectly safe and that it will be just as interesting any time they go for it.

It is also amusing when with a crowd of girls some of the very talkative tell various tales about their numerous friends which would make others think they are very popular, but I have noticed that those who talk most often receive fewer letters than those who sit quietly by and say little. Their letters come regularly, and after time passes and we pick up a paper and read about their weddings, it will reveal no surprise to us.

In spite of all the little worries, I can cheerfully say that it has been one of the most fascinating positions I ever held. It has never ceased to be exceedingly interesting to look at letter after letter. Sometimes I catch myself trying to picture the homes and the personality shining through these letters, and I feel as if I know the girls better. Of course, there is always a feeling of thrill when I come across my own mail, and it is sometimes a temptation to stop and read mine, but I fear I would not get far before the three hundred outside would set up a howl of protest. I also defy any one to say that postoffice officials read every post-card, for I haven't had time to read the first one yet.

Taking all into consideration, I am wondering if I will be as happy in the schoolroom as I have been in the postoffice this year.

ANNIE LAURIE BAUCOM.

Living Through the Hurly-Burly

One day before going home in June, 1920, I put in my applicacation for the next year. I was then rooming in town and did not know which room I wanted, but the girl whom I had planned to room with knew the good rooms and she said, "Let's apply for either 67 or 71." So we wrote on our application, "I prefer either room 67 or 71, west dormitory." We thought surely we would get one or

the other. Every time we would write to each other we would ask, "Do you know which room you are going to have?"

Well, time went by and still I didn't know where I was going to room. Finally, about two days before I was to leave home, I received a tag for my trunk and on it was room No. 54. Well, I began wondering as to where 54 was, and also as to whether or not the girl whom I had requested as a room-mate had been assigned 54 also. I was simply on my head to know whom I was going to room with.

I reached Greenville about 7:30 o'clock. I ate supper in town and right after supper I came to investigate the location of 54. After looking on all the halls downstairs, I came upstairs, and looked on all of the halls, and where do you think I found the long-sought-for home? The second door from the end, on the east hall of *west* dormitory, as far as possible from the room I asked for. There the room was, but no room-mate or any one. It looked so forsaken that I didn't tarry long. I asked every one that I saw if they had seen Ethel Clements and they would say yes, that they had seen her, but that they didn't know where she was. I looked in every room in *west* dormitory; then I had a thought that possibly she was somewhere in east dormitory, so I went over there, and after a long search I found her. Before I spoke to her I asked her where she was going to room, and she said 54. When she said 54 I was happy for I had found the one that I was to spend the winter with; the room mattered little just so I had the right person.

I came over the next morning to help fix up our room. When I got here I heard some one say that the new wing of east dormitory was not completed and that there were more girls here than could be properly cared for, and that three or four would have to stay in a room until the wing could be completed. Well, I was scared to death for fear that my room-mate and I would have an extra one, or may be two, for there were three or four in nearly every room on my hall, but we went through the "hurly-burly" without an extra one. Nearly every morning there was a big commotion. The girls had to get up at six o'clock in order to get ready for breakfast by 7:30. Sometimes some girls would wait until the fifteen-minute bell would ring before they would get up, then you could hear them flying to the little bath-room. When the breakfast bell rang it was very amusing to see four and five girls piling out of one little room, dressing as they came. It was not an unusual thing to hear some one say, "Has any one a hair-pin that they can let me have? My room-mates got up before I did and they got all of my hair-pins and I couldn't find but two anywhere in the room."

Although the parlors had not been furnished there were a few chairs, and it was a frequent sight to see them draped with girls, sometimes more than one on a chair, who had gathered for the professed purpose of amusing themselves with music and talk, but we have an idea that many of them sought refuge there as an escape from room-mates. Since we are all properly coupled off, two by two, each one appreciates her room and one room-mate more than ever before.

MARY CORBETT, '21.

Hold your breath until you see—

1. Josie Dorsett not having "so much to do."
2. Nell Pappendick not going "shopping" every day.
3. Mary Daniel create a sensation.
4. Thelma Speir study a little.
5. Agnes Jones not wanting to go out in the woods and see the birds.
6. Rosalie and Metrice Woodlief not having good team work in basketball.
7. Alice Best without a question to ask.
8. Camilla Pittard at a vaudeville.
9. Irma Vause not able to work a Math. problem.
10. Rosalie Phelps without a neat note-book.
11. Pearl Straughn not singing.
12. Emily Langley and Mary Sumner not fussing.

CLASS IN JUNGLES

(KEY TO PUZZLE.—Numbers match those in Statistical Roll, and those under pictures.)

1. Margaret is slim and steady.
   But the girl that's ever ready.
2. She's tall but not so slim.
   Wonder what she'd do without "him."
3. Up and down and all around,
   Another like Helen can't be found.
4. We know this girl will sure win fame
   For at E. C. T. T. S. she made a name.
5. Talking from morn till night,

But what she says stands for the right.
6. This is the girl that coos like a dove.
And all because she fell in *love.*
7. Is a girl that's good and true;
A member of the class of white and blue.
8. Writing *billet-doux* all day long,
Putting in them her own heart's song.
9. This girl is full of pride,
Yet not a bit too dignified.
10. The girl who will always lead,
If she can keep her "speed—(y)."
11. Give her a yell, girls, give her a shout;
It'll take more than "teaching" to put her out.
12. Little and cute is her name;
The way she "vamps"(?)—'tis a shame.
13. Aurora to this girl lays a claim,
But to E. C. T. T. S. she came.
14. In a crowd she does not talk.
Get her alone and she won't "balk."
15. As treasurer of her class she's fine,
And in Psychology she leads the line.
16. You've heard of girls stumping their toe,
But when she fell she fell for "Joe."
17. Here's the girl with lots of "pep."
When it comes to composing she's made a "rep."
18. This little lass in our class
Neither Mr. McMurry nor Klapper can surpass.
19. You've seen "garlands" in May;
That's what Ethel wants, we say.
20. She is little and she is small;
She's a good old sport—and that ain't all.
21. In her eyes of brown
You can see success and renown.
22. Some long for money, some for fame,
But she longs only to change her name.
23. "Dinks," the name she loves to call,
Even though he's long and tall.
24. Some people think she'll be a lawyer,
But we think she'll be a "sawyer."
25. "Personality," she can't define,
But she's not lacking in that line.

26. You've heard of "Roland" and his horn;
    He blows for Ruth from night till morn.
27. On her door you hear a rap—
    Oh! no, it really can't be "cap"?
28. No sweeter song was ever made
    Than those sung in her serenade.
29. This girl lays claim to "Hugh"
    And to him we think she's due.
30. "Curls."
31. As a man, she takes the part well;
    And many other things we cannot tell.
32. The girl with the coal black hair;
    You find girls like her very rare.
33. Here comes Bruce with her curly head.
    Things too good for her are never said.
34. Her voice is often heard;
    When you cross her path she's a bird.
35. The campus "vamp."
    She's on it whether dry or damp.
36. On the front seat to win her fame.
    There's where Nannie B. plays the game.
37. She likes to work, she likes to play;
    But had rather talk the live-long day.
38. To her a string of beaus we give,
    Hoping she keeps one as long as she lives.
39. Smart as a "tack,"
    But she never forgets "Jack."
40. Elfye is an athlete, and so is "Journegin," too,
    But "Fuller" is the only one to whom she is true.
41. You need not worry—
    Bessie's never in a hurry.
42. Hunter is her present name,
    And hunting "hare" is her favorite game.
43. If actions speak louder than any word,
    Mattie will surely always be heard.
44. Take it fast or take it slow,
    Agnes is one who'll surely go.
45. Regularly every day
    For primary methods she chooses Miss Ray.
46. In our ears are ever ringing
    Songs that Aileen comes a-singing.

47. Some girls just sit and wish
But not with Grace, because she's English.
48. We believe this girl will make a success,
And give to all her very best.
49. The girl with long eye-lashes,
And also the lover of "bows" and sashes.
50. We believe this girl's name
Will always win for her much fame.
51. Some one hath said
No boy will ever turn her head.
52. Here is a girl whose name is Lane;
Around her head there is a halo of fame.
53. Some girls like cake, others like pie,
But she likes "Pudding," riding by.
54. Whose nick-name is Me-ta.
Who's famous for being such an eater.
55. Miss Morse is the steadiness of our class.
She didn't waste time tramping 5th Street grass.
56. Bud is a poet
For all his letters show it.
57. Brown are her eyes, straight her hair,
But she's a good old sport, so why care?
58. Up-to-date and full of style;
She won "Irving" by her smile.
59. She's the quietest of '21,
But, after all, "it's" full of fun.
60. At this school she was a "Caser";
To keep up with her, buy a "racer."
61. Cupid has played its part
In winning for her "Ask-U's" heart.
62. With a quiet, dignified manner
O'er her will wave the successful banner.
63. Always dignified, but with joyous pride
She will become "Frank's" June bride.
64. Of all the things you'll hear her say
The first will be "Ray."
65. You've heard of houses made of wood;
She would take a "Forrest," if she could.
66. Heroes are very rare,
But she made a wonderful "Monsieur Beaucaire."

67. Some girls are lacking in fun,
But Mildred can't be counted one.

68. When you want to be sure a thing is done,
Look around for Etta, she's the one.

69. From Reidsville she came,
But here's where she'll change her name.

70. Although she's been with us just one year,
We love her and know she's very dear.

71. Is a fine old sport;
When it comes to eating, she could hold a fort.

72. What shall we say?
Grace is known to work all through the day.

73. Playing the piano she's got the "rep."
When it comes to "ragging" she's got the "pep."

74. You've heard of girls that couldn't talk,
But Mary's one that will never balk.

75. "What is so rare as a day in June?"
"A President like this," is the "Poe's" tune.

76. Girls are smart and full of fun.
When you meet her you'll find she's one.

77. A girl with lots of "pep."
And for her work she's made some "rep."

78. What will our wise Mabel do
When with Psychology and Mr. Wilson she's through?

79. Shake 'em up! Shake 'em down!
A name like hers is seldom found.

80. Is a fine old girl.
When it comes to Math. she'll make your head whirl.

81. Some girls you meet are very fine,
But here's the girl that could lead the line.

82. She's the girl that wins our heart,
For she's always willing to do her part.

83. Famous for her walking;
Yet never lacking when it comes to talking.

84. In basketball she'll run a race.
Get some skates and keep in "pace."

85. In basketball and tennis, too,
There's lots and lots we owe to you.

86. You've heard of girls that played the game,
And Earle chose Monk and did the same.
87. Last but not least,
At play or at feast.

BLANCHE CANNON,
NELL PAPPENDICK,
JENNIE MAE DIXON,
Committee.

LAST WILL AND TESTAMENT

To Whom it May Sound Reasonable—CONGRATULATIONS:

We, the Class of 1921, organized and incorporated under the sacred charter of the East Carolina Teachers' Training, realizing that we are about to launch from the reef of prospective school teachers to teachers in reality, and being of a heterogenous body and indecisive mind, do here make known our last will and testament. We leave the future surroundings of this campus and other articles mentioned herein to the parties and parasites named, to wit:

ARTICLE I

SECTION 1. We, the Class of 1921, give and bequeath to our beloved president, Mr. Robert H. Wright, our sincere affection, our deepest reverence, and our heartiest gratitude. It shall be his to watch every step of our progress, to note each trial, each attempt, each victory, each success and honor that we may achieve in the arena of the world, and to accept for himself as interest every ounce of the praise gained by us.

ARTICLE II

SECTION 1. We give and bequeath the Student Government Association the right to post any names from the incoming Senior Class which may need posting.

SEC. 2. We also will the Student Government Association the right to forbid the students of this school from using the front campus, along Fifth Street, as a play-ground, if they see fit, and think the more quiet spots better for the students' nerves.

ARTICLE III

SECTION 1. We will the two societies—the Edgar Allan Poe and the Sidney Lanier—plans for the society halls which are so badly needed and which we hope they will soon get.

SEC. 2. We do will and bequeath said societies our dramatic,

musical and oratorical ability that they may carry on the good work already started.

ARTICLE IV

SECTION 1. Be it known to all those concerned and unconcerned, that we do hereby will and bequeath to our Y. W. C. A. the "Y Hut" which the students next year are going to build.

SEC. 2. Furthermore, be it known that we give to that said organization our very best wishes for a successful year.

ARTICLE V

SECTION 1. Let it be known to one and all that we, the Class of 1921, leave to the Athletic Association the time between the rising bell and the breakfast bell, for its members to practice faithfully volley-ball, tennis, and basketball.

SEC. 2. It will be the further privilege of this organization to allow its members to walk anywhere in Pitt County any afternoon in the week with Miss Ross as chaperon.

ARTICLE VI

SECTION 1. To the Class of 1922 we donate in its entirety this plot of ground, known as the campus of East Carolina Teachers' Training School, from the ravine on the west to the farthest end of the school garden on the east. On this plot of land we hope they will find enough pleasant thoughts to fill the idle hours with.

SEC. 2. We leave as a parting gift to said class these words, "For future reference."

SEC. 3. Lastly, we give to these rapidly approaching Seniors the precious privileges so dear to all Seniors, namely, the privilege of going uptown any day in the week, the privilege of visiting the library at night and access to all the reference books the different teachers see fit for them to use.

ARTICLE VII

SECTION 1. To our dear little sisters, the "B" Class, we leave all our hopes and wishes for their success during their stay here.

ARTICLE VIII

SECTION 1. To the "A" Class, realizing that they need our help, we leave our tracks for them to follow in.

ARTICLE IX

SECTION 1. We give and bequeath to the Model School as a whole the incoming Senior Class, with all the theories and knowledge the members may possess—and our deepest sympathy for the pupils of the said school.

ARTICLE X

SECTION 1. The following may seem not ours to give, but we hope that they may be greatly appreciated by those who may receive them as they represent our hopes and dreams:

1. To our faculty we leave a suitable dormitory, which they can call "home" and where they may rest undisturbed by the voices of the students.

2. In conclusion, being about to depart, we leave to the student body and our beloved faculty the enlarged auditorium, the extended dining-room, the library, the society halls, the gymnasium, the dairy, the third dormitory, and all other needed buildings to be built as the State appropriates enough money. We leave to all our everlasting good will and friendship, wishing every one good luck at every turn.

(Signed, for Class of 1921)
HELEN WATSON.

Executor—Class Mascot, LEON MEADOWS, JR.

FAREWELL

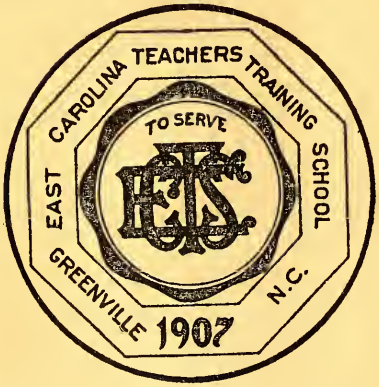
O, Joyous Day, the goal is reached,
And victory crowns the hour.
The budding thoughts of yesterday
Are now a full bloom flower.
Each of us must bear our burdens,
Whether pleasure or care,
And head towards a higher goal—
To reach without despair.

Today means to us the parting of the ways;
Our Senior cares are past and gone.
Still memories now of by-gone days.
But the paths of Life await our feet;
We'll march with steady tread,
For we see written far beyond, "Go ahead."
'Tis hard to say farewell to all
And yet we're bound to say:

"Farewell, farewell, class-mates all!
We'll meet again some day."

—BLANCHE CANNON, '21.

The Training School Quarterly



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Summer School 1921

The Training School Quarterly

Vol. VIII June, July, August No. 4

The School and Schoolcraft

S. M. Brinson

I have thought it not inappropriate on this occasion to speak of the great agency of enlightenment, the school, and the one who therein fills the sacred office of Teacher. "The School and School-Craft," I take it, will include both the temple of knowledge and the priest, who ministers at its altars.

It is a far cry from the modern school to the school of Goldsmith's day and description—"Sits the school-house by the way, a ragged beggar sunning." Scant thought and means were put into this institution until comparatively modern times. Its neglect through the generations has been marked. Despite this neglect, tragic and pathetic, the contribution of the school to the Republic has been very great. Within its walls many of the great men of our history found their first preparation for and stimulus to great achievement. In the early days the problems of education centered wholly about this rural school.

As the small groups of citizens developed into the larger, the towns and cities, other problems were added, but in North Carolina and in the South generally this problem of education is yet largely a rural school problem. That about 80 per cent. of our population live in the country is a fact which holds for us both a promise and a challenge. It holds the promise of environment naturally helpful and stimulating, a life simpler and freer from the vices and temptations which beset youth in the towns and cities.

> *"No splendid poverty, no smiling care,*
> *No well-bred hate, or servile grandeur there."*
>
> —Young.

The free, open, invigorating air of the country is nature's best contribution to the unfolding life.

Conditions so favorable naturally to wholesome development should have our best and most earnest thought to the

end that possibilities so great should have largest realization, and that nothing tending to lessen or impair in any degree or in any way the fine efficiency of these natural conditions be permitted. The urban population should be as active as the rural in maintaining or improving these rural conditions. The intelligent and patriotic citizen, whether in country or town, is interested in maintaining wholesome conditions in the country. Both a selfish and an unselfish consideration will induce this interest on his part. We are all one people in this State and our interests are so interwoven that prosperity of one class must help in some degree the others. This interdependence is most noticeable, perhaps, in the relation of farmer and merchant, and each, unless he is singularly shortsighted, should have concern for the welfare of the other.

Most all of the North Carolina towns find their main support in the country which immediately surrounds them. The prosperity of that country district tributary to the town will largely determine the prosperity of the town. A prosperous, contended, broad-minded, generous-souled country community is the State's best asset considered from the moral, economic or political viewpoint.

To conserve this great value to the State our best and most unselfish labors should be enlisted. 'A bold peasantry, their country's pride, whence once destroyed, can never be supplied.' No happier, more contented being can be found, I think, than the farmer who sees about him favorable conditions for living, and knows that his own intelligence and enterprise evolved these conditions from the old poorly tilled farm out there amid surroundings lacking in all the essentials of progress.

What are some of those essentials? There are several, but —measured by the character and motive of its ministry as well as by its extent—I doubt if any will take precedence over the school. The present indications are that the school must be looked to largely in the future to lead in all the movements for rural uplift.

However much the country school of today may be criticized its progress in the last fifteen years has been greater than that of the city school and in most of the country communities it is better equipped today for leadership in wholesome rural movements than any other available agency. This is said in

spite of its known limitations and the obstacles in its way to a real and lasting efficiency.

This, then, is the challenge!

Will the State, whose best defense is the school, meet it? Will the State, whose character is fixed and destiny shaped by the school, be content to give it meager, sometimes grudging support, while it lavishes its favors upon other enterprises more skilled in the arts of the lobby, more favored with adroit political leadership?

The country school in North Carolina has an ever-widening mission. He who has been in touch with it during the past fifteen years has seen its influence touching matters wholly foreign to its accepted mission twenty years ago. The country school of today and tomorrow must minister to the moral, the social, the physical and economic needs of the community while it functions at its old task of putting text-book matter into the heads of the children.

As a moral force the school has, perhaps, its largest work. However keenly edged the intellect of its product may be, if there is lacking a good, strong moral sense, a disposition to approve and lend aid to things of moral worth, to speak the truth and respect one's obligations—if there is not this moral bent given to the life—then somewhere, in home environment and influence, in heredity, or in the school, someone has failed, tragically failed.

The normal boy, without the handicap of tainted blood or degrading home influence, should come out of the school with good feelings toward his school-mates and wholesome sympathy for all mankind.

The school should not, cannot, usurp the functions of the church, but it should be its ally in planting deep and constantly watering good, strong, moral teaching. In many country communities religious services are far apart, frequently a month intervening between services. We not infrequently find communities without either church or Sunday school advantages. Of real service to these communities are teachers who implant in the mind of the child a reverence for God's Word and who can find in that Book illustrations of much that is taught in the text-books and, indeed, explanation of many natural phenomena puzzling to the child's mind. To teach the goodness of God and inculcate the principles he enjoins upon us is no greater invasion of our liberties than are certain de-

clarations of the Constitution and the Governor's Thanksgiving proclamation issued every year.

A life without some feeling of moral responsibility is a constant menace to the State and a burden to society.

Again, the rural school of the future must be a **large factor in the social life of the community.** The worst feature of rural life is the isolation we so frequently find there, an isolation which has reaped a rich harvest of narrow, provincial views and customs.

Many ills of a moral and physical sort are traceable directly to this living apart from one's fellows. Denial of social intercourse must result in unsymmetrical character.

The school-house should be, and will be in the future, the social center of the community. Here at stated times and with growing frequency, I think, the grown people of the community will meet for exchange of views touching neighborhood matters, for common counsel and planning for concerted effort in community work. Matters of even larger concern than those of neighborhood interest will claim their earnest thought and consideration and the State and Nation will profit from these community gatherings.

This school of the future should be of **larger economic value** to the community. It should more nearly relate its work to the life of the community and the probable life-occupation of the pupils.

We have already in North Carolina taken into account the need of scientific training for the farm.

We were rather slow in appreciating the fact that the vast majority of the country boys and girls could never avail themselves of training of college grade, but, while tardy in appreciating this condition the State is doing well now and will do more, I feel sure, in providing scientific training in Agriculture and Domestic Economy for the high school boys and girls of the State. The results thus far attained offer ample evidence of the wisdom of this provision. We are fast learning that the effort to place the city graded school in the country is ill advised, however commendable the spirit which prompts it.

The conditions in the country require larger provision for high school instruction, but this school, in its spirit and its curriculum, should stress those things whose tendency will be

to hold the young men and women on the farm and give them training for its proper use and handling. These studies have educational value, afford means of mental training as good, perhaps, as any others.

While wise provision must be made for the secondary school, the school of first consideration with us, of primal importance, is the elementary school. That which touches the life first and at its formative period claims our warmest sympathy and largest support.

Any influence which hurts the efficiency of that school, shortens its term or limits the scope of its useful ministry is a baneful influence which has its root in ignorance or viciousness.

Any political system which would make other considerations than those of efficiency for its holy service as bases for its administration should be destroyed root and branch.

Passivity, indifference, misdirected zeal have contributed to its hurt.

To the defense of that school we should bring a zeal according to knowledge and a courage grounded in deep and abiding faith.

Within the past twenty years the progress made in education in North Carolina has been marvelous.

The development of this school—this rural school of which I am now particularly speaking—has come because of the quickened interest of the people, and too, in turn, with every marked improvement of the school the interest of the people has widened and intensified.

But, my friends, though more progress has been made in the development of the school during the past twenty years than was made in the fifty years preceding this period, the work has hardly begun.

How can we with unctuous satisfaction with ourselves boast that we have reached a six-months school term when in the boast itself there is the confession that for one-half the year the State and County together interpose nothing in the way of the wiping out of the impressions more or less feebly made upon the immature minds by the average moderately trained teacher?

The last Legislature made a positive advance in educational matters and under the wise direction of our educational lead-

ers a program rational and inspiring is being carried out. Their lead should be followed and ungrudging and loyal support should be given them, but we should do more than this.

Our support should be so hearty, so spontaneous, so inspiring to them that a new goal shall be set and that goal be the equality of the country school with the city school.

As long as four-fifths of our people live in the country and the children of these people must receive their elementary and high school training in these country schools, the State cannot be other than recreant to its duty until advantages as good as the city school affords are given to the rural sections.

The State cannot escape this responsibility.

The North Carolina school, generally speaking, is a rural school. It ministers to a rural community. It ought to train and fit for rural life, as I have indicated. Its curriculum, with no sacrifice of the essentials, the fundamentals of a sound education, should nevertheless inspire interest and faith in and some special training for that life.

It has yet, this typical North Carolina school, a higher function, a holier mission, than training for this particular or any other secular occupation.

This North Carolina school should train for efficient and patriotic citizenship.

Our early fathers when they came to frame the Constitution of the State were inspired by something more, I think, than human wisdom. When they put into that instrument the requirement that "schools and the means of education shall forever be encouraged," they placed the State upon a sure and lasting foundation, the only secure foundation for a democracy. The storms of political and social heresies may beat against that rock, but it will stand as long as the State shall in the spirit and to the letter obey that Constitutional mandate.

Those very fathers had lived under another government, or their fathers had, and they realized fully the essential difference between the old-world monarchies and the form of government which their democratic natures craved, and to secure which they had braved the perils of strange seas and desperate battles. Henry George's philosophy has no application to them: "If a slave must continue to be a slave, it is cruelty to educate him." In this country every man—accord-

ing to the conception of the founders of the Republic—is the equal of his fellowman and should have an equal voice in making the laws and naming the officers to administer them.

The need then of general enlightenment is manifestly important—even necessary to the permanence of our free institutions. With us, a governmental act is the act of the whole, the concrete expression of the will of the whole. It is evident that to the degree that the body of our citizenship is educated, to that degree will the act prove wise and beneficial, assuming, of course, the wholesomeness of the motive and intention.

If this be true—and I think a mere statement of the proposition will compel its acceptance—how can the Government, whose intelligent functioning, if not its very existence, depends on the education of the people—how can it escape the responsibility of at least sharing with the State the burden of furnishing this education?

The history of this Nation as contrasted with the experiences of other Nations (some of them calling themselves democracies) is giving emphasis to the value of educated citizenship. What might not Russia be today if through many generations intelligence had been generally diffused among the millions of that ordinarily stolid population? As it is, an ignorant populace—now conscious of its power—finds itself helpless in its use. Tragic as was the fate of Russia's former rulers, there seems a measure of retribution when we remember the centuries of enforced slavery through ignorance imposed on the millions of loyal subjects who had a right, a God-given right, to be free and to be enlightened.

What they shall do with their power—unfitted as they are for its use—no one can tell. I think we have basis for the hope that that great empire of undeveloped wealth shall some day —after a period of strange, grotesque, tragic experiences—settle down to a normal, rational basis and work out its redemption under the protecting care and kindly direction of friendly and more favored Nations. The past few years of Russian history have at least had the value of proving the fallacy of their former rulers' doctrine that people can best be held in loyalty to government through the bondage of ignorance.

Any political power, national or local, based on a people's ignorance is uncertain and unstable. No political power is

permanent unless it is a grant from an educated constituency. No secular authority can regard itself as secure unless that authority has as its support the major intelligence and character of the community over which its rule extends.

Whatever may be said of the evils, which are many and multiform, in these modern days, there is a degree of comfort and promise in the sureness with which the people—when informed—displace bad rulers with good and reform institutions and laws when the need is seen. The bent of the popular will is toward the right. The trend of worth-while sentiment is distinctly upward.

However, the complexity of many of the problems growing out of our modern civilization offers large obstacles to our continued development as a people.

The evils of former times came to us in gross forms. They were easily discernable and their wicked purpose and effect clearly seen. In these days, the trained, discriminating mind is the only hope of him who would do the right and avoid the wrong. There has been, of course, need of general enlightenment at every period of our country's history, but its absolute necessity now as a defense against the insidious evils of today is too manifest to permit of questioning.

There is an insidious propaganda in this country, heavily financed, to weaken the faith of our people in the integrity of our American system of government. There are now and then more or less violent outcroppings of the spirit of "Bolshevism." Foreigners—many of them with positive aversion for our government—have flocked to our shores. Our power of assimilation of this element has been overtaxed. In many sections of the North and West some high and influential stations under the government are held by men who have no sympathy whatever for our national spirit and ideals.

The South, my friends, is the only purely American section of this country. Ours too is the only thoroughly national spirit. As the son of a Confederate soldier I feel an intense pride in the achievements of that gallant body of gray-clad men who made memorable history from '61 to '65. From that father I first learned of the greatness and glory of this reunited country, and I share today with him the faith he expressed to me that some day our Southern civilization would be the saving quality of our American government. We were held in this Union to save it for a holy mission.

We are beginning to understand that behind Columbus and his undertaking was something more than human enterprise.

Through happy environment—fortunately selected for its purpose, I believe—properly trained and disciplined for a holy task, this Nation will soon again feel the breath of inspiration and resume its rightful leadership in the march of world-peace and world-righteousness.

We shall not realize the dignity and the honor and the power too involved in our leadership until our people shall be enlightened. The need then of education—generally diffused—is urgent and immediate. We should preach this doctrine everywhere. Schools, more schools, better schools, must be our slogan and to the realization of this program of enlightenment our energies should be spent and our money generously, unsparingly given. The national need is not a tremendous military establishment. Recourse must be had to the spiritual—not the mere physical.

The schools will open the avenue to a cleaner, purer social and political life. These will avail when military trappings and martial array will be wholly futile.

Having discussed at some length the school and its part in the ambitious program of national development, I want now briefly to discuss the one who will have largest place in the realization of the ends sought—the Teacher. Hers is the place of largest responsibility and honor too. Her ability and fidelity are the foundation stones upon which must stand the efficient school of which we speak.

We may lavish funds, public and private, upon structures architecturally perfect, and put therein equipment and furnishing as fine as may be had, and yet—without the teacher, the one who has by nature the bent of mind and talent, and by training the development of that talent—the school will stand a monument to folly.

The teacher, I think, bears a relationship to the pupil somewhat akin to that the potter bears to the clay ready for his modelling. The analogy will fail if pushed too far. Inanimate clay, while pliable, cannot enter into and helpfully co-operate with the potter. Nor can the potter find inspiration in the shapeless mass before him.

The potter bringing form and beauty to what was shapeless and inanimate clay pictures in suggestion the teacher's holy

task of giving shape and comeliness to the mental and moral and physical mass, represented in the immature child committed to her care.

How great is the responsibility of the teacher! Responsibility is fairly measured by power and influence and the modern teacher has possibilities of influence well-nigh limitless. The badge of Divine sanction and approval belongs to her profession. The language of Paul may fitly be spoken to you, young ladies: "I beseech you that ye walk worthy of the vocation wherewith ye are called." Larger responsibilities rest upon you than upon the Ephesians to whom they were addressed nearly two thousand years ago. The purely secular teacher must concede priority to the teacher of righteousness, the preacher, but to no other. He, who is clothed with the authority of Heaven to preach the unsearchable riches of Christ, has first claim upon us, but—coming closely behind him— is the one who opens the eyes of the child to the fine things of God's creation and shows their true relations and values. Her mission is holy and is measured only by her appreciation of it and ability to fulfill it.

Plastic mind offers, objectively, the finest, the most promising clay for mental and moral modelling. Its pliable character as well as the permanency and value of its ultimate shape invests the teacher with a dignity, an immeasurable responsibility which lifts hers from the human to the Divine office.

The chiselled marble eloquently witnesses to the genius of the sculptor. The animate clay tells more eloquently still the story of patient labor and consecrated talent dealing with immortal mind. Cold and passionless marble may for a time withstand the destructive forces of nature, but crumbles finally into its native dust. A life quickened by her whose soul is aflame with holy zeal, a mind trained by her whose ministry includes both skill and loving interest—that child will put into motion wholesome influences, which shall intensify and multiply to the end of time—even through the long stretches of eternity itself.

The efficient business methods of modern times are vast improvements over the primitive methods of early days. Barter and exchange have given place to scientific systems of finance and business. The social development of the race has been pronounced in this generation. Systems of govern-

ment all over the world, for the most part, have undergone changes—all tending to more just systems, with fuller recognition of the rights of the citizen—all with a decided bent toward a practical and efficient democracy.

These things have come largely as the fruition of the sacrificial labors, the devoted and intelligent ministry of the Teacher.

As is usually the case with processes that are substantial and fundamental, rather than spectacular and superficial, the Teacher's best work, perhaps, does not show immediate results. They show in the gradual unfolding of the life, the slow yet sure and even development of the character, of the child committed to her.

Somehow, somewhere, at sometime that faithful work will find its fit expression, its ample justification.

Many of the startling and revolutionizing inventions, many of the heroic achievements of history, have come to us as the flowering of the seed planted in the child-mind back in the almost forgotten school-room.

Much instruction, thought by the teacher to have been lost or wasted, has yielded to the State and Nation four-fold upon the investment—in the matured conviction of great leaders of the Race. It is here, in the school-room, that the Teacher at her quiet task—frequently a dull, prosaic task—of stimulating and directing mental activity leads the child along the road to knowledge, guiding his unwary steps over dangerous ground and safe-guarding him against the lurking evils.

During these school days—days of planting for the Teacher—seed of moral as well as of mental kind are planted and watched, and tended with painstaking care until they ripen into infinite blessings. The social order, the political systems, the industrial organizations, have undergone marvelous changes, wholesome development, in these latter days. This has come because somewhere—back in the modest school-house of Goldsmith's fancy or the impressive school-house of the modern city child—there labored patiently and ungrudgingly some teacher whose conscience was not satisfied with perfunctory observance of a fixed schedule of work, but whose soul felt the thrill of a Holy Mission and something of the joy of the potter as he brings symmetry and beauty out of the mass of clay before him.

To train her, who is to fashion into shapely and useful form the citizenship of tomorrow, is the State's first duty—its fundamental and essential task.

The State will not be recreant to its duty.

May this School never forget its mission. May the steering wheel feel for many years yet the sure and steady grasp of its great President who has piloted this school thus far!

May North Carolina each year witness a constantly growing army of teachers leaving this school, professionally equipped, with the faith and zeal of the Crusader and the tender shepherd-heart of Him who taught as none other ever taught, and exalted as no other could the Holy office of teaching!

Public Welfare Work in Pitt County

K. T. FUTRELL, *Superintendent of Welfare.*

The writer of this article will attempt to give a short survey of a few aspects of the Welfare work in Pitt county with which he has dealt or which he has discovered during the past few months. It will be impossible to survey the entire field the welfare officer is responsible for or give in detail many pieces of work actually accomplished, but it is hoped that some suggestions herein may be given toward enlisting the active co-operation of all civic and social minded people in a great common task.

On account of the newness of the situation and the scarcity of trained men outside the commercial fields, Pitt county did not employ a whole time superintendent of welfare until November 1920. Prior to that date, however, the duties of the office had been effectively discharged by a half time superintendent, whose handicap was a lack of time to make outside investigations. He laid the foundation for constructive work and blazed the trail for later progress.

Soon after the election in November the new board of Public Welfare, composed of Prof. H. E. Austin, Mr. J. W. Holmes and Mrs. Lina Baker, met in regular session to discuss the work. It was decided to follow the plan of publicity launched by the former superintendent and to reach every part of the county with public meetings. Following this meeting a series of community meetings were addressed, the work explained,

problems of actual work in the county given and a local welfare secretary appointed to assist in the work. The response received, to this writing, from these community meetings has been gratifying indeed.

At the first meeting of the Board of Education the school attendance law was discussed and a plan to educate and lead the people rather than drive them was suggested. The teachers' meeting, both white and colored, were addressed explaining the law and the teacher's duty in the matter emphasized. The response during this year was gratifying, as I understand it was last year, but there is yet a great work to be done in the field fighting illiteracy in Pitt county. Though the school spirit has been growing in Pitt county, the fact remains that many parents fail to recognize the right of their children to an education; they have been too long permitted to do as they pleased in the matter of sending their children to school. A number of this class have been visited this year with the result that, with the beginning of the school in their respective communities in the fall, they have promised to begin their children at the first of the school and keep them there. They made this promise under suspended indictment for past violations of the law. Prior to the opening of the school in every community in the county this year a letter will be sent to every man whose child was reported out of school calling his attention to school opening and his obligation in the matter. In this way it is planned to allow every offender of the law a chance to abide the law without working undue hardships on him in the rush of work at the opening of the school.

In the work of the Juvenile court during the last eight months we gather some very interesting information concerning children and delinquency. Of the thirty-eight that have come to the attention of the probation officer, not all these coming before the judge of the court, however, four children had no parents, only seven had both parents living, but at that, the homes were not normal ones; twenty-six half orphans with the father dead in eleven cases, thus leaving the father alone in fifteen instances. It was found that environment contributed very largely to the delinquency of these children. In dealing with them the thought of "What can we do for them" instead of "What can we do to them" was kept in mind. Disposition was made as follows: Five were taken

from their parents and placed in approved homes in this county, four were sent to other counties and placed in homes, five sent to orphanages, one returned to another State and placed in a home, two ordered to Jackson Training School, the order subject to repeal by good behavior, while the others were placed on probation with parents and guardians to make reports occasionally to the court.

Some cases in the Juvenile Court are here given to show the nature of that aspect of the work in the county.

(a) Parents were permitting their three small children to steal from stores and farm houses in their community and were encouraging them to conceal the goods. The Judge of the Juvenile Court had the children brought to Greenville and turned over to the probation officer. They were placed in the detention home for six days while suitable homes were found. The first home found for two of the children did not prove satisfactory and it was two weeks before they were permanently placed. The other child was placed permanently at first. Four months have passed since these children went to these homes and they are reported as "doing fine." They are located in some of the best homes in Pitt county.

(b) A small colored boy, age about ten, was brought to the probation officer instead of locking him up for vagrancy. Investigation proved he had no parents or home and was born in another State, having been brought here by a man who, when the matter was brought to him, paid the charges incident to his detention here and he was turned over to the State Board of Charities in the State of his birth where he was placed in an approved home.

(c) A small boy was locked up for larceny. Investigation showed he was innocent but that another boy filling his description was the guilty party. The accused was an orphan in need of a good home and he was turned over to a colored man on a large farm under the supervision of the Court. The eleven-year-old boy who did the deed, because of his general reputation, was paroled to a man for a few months to improve in conduct. Reports on the latter are to the effect that he is a splendid worker and very likely will overcome his bad traits.

In the neglected class of children coming to the attention of the office during the past eight months only two will be

noted to show how children may be neglected and the public be passive to their neglect.

(a) Not getting a response from letters written in regard to a ten-year-old girl being out of school, a visit was made to the home. A father and mother and four small children were found. The home was dirty, but not unlike many homes found during the tobacco stripping season, and upon this visit a date was set for the child to begin school. A few days later upon notice from the teacher that the child had not entered school a second visit was made with the effect that insanity was discovered affecting the mother. A deeper investigation was made this time, having her examined and certified for the State insane asylum where she was sent three weeks later. Those four children had not been allowed to leave that house to even play in the yard for months. On this second visit a thorough investigation of the house and premises was made and it was found that the children had used the other rooms of the house to throw filth and it was the most unsanitary living quarters I have ever seen. The yards evidenced no play by the children. The house was a prison and this mother had been getting by with this sort of life for several years. Suffice it to say that, after the mother left, the little girl went to school for about three months and the other children got to play in sunshine. Recent reports from the State hospital state that the mother has improved and may be returned home temporarily under the supervision of the superintendent of welfare.

(b) A twelve-year-old orphan girl had been marked by the community as feeble-minded and not capable of going to school and mingling with other children. Then, too, she lived beyond the legal limit, I was informed upon investigation. Following an investigation at the home where the child was doing most of the work in a family of eight, she was examined by the county health officer, and the guardian advised to send her to school on the following Monday. After three months at school her teacher reports that the child is a very intelligent girl and almost made the first grade in that period. This child did not know her girl companions on the adjoining farm in the community, so closely had she been confined with the duties of the farm home. Her sound but undeveloped mind was waiting for a chance. Her body was found to be healthy

and strong and robust. This child, if allowed to remain in that environment, shut away from playmates, school, and all the beauty of association, is in direct line for a berth in the county home, or at least subject for county support when she is not self-supporting. Behind her in regular succession will follow her kind, not one of whom will possess pride above county support, weakening the fabric of society with their descendents of low mentality. The neglect of the children in the past years has brought an appalling situation for the social worker to face. I do not advocate that the caring for every child in youth will eliminate the county charges, but I believe that this sort of work done effectively for a long period of time will reduce the pauper list to a minimum, and also strengthen the fabric of society.

Mention of settling family disputes is here made to show the nature of a welfare officer's work and what he may be called on to do. In response to a letter from the principal of a school in the county, stating that the father of a child had threatened to kill him, and unless action was taken at once he would be forced to resign his work, the welfare officer called at the school and visited the infuriated father. The latter agreed to attend a conference at the school-house where the teacher, chairman of the school board and the welfare officer were present. The matter was there gone over and the father agreed to drop the matter, admitting he had done wrong, and instructed the teacher to discipline his child when it became necessary, and to depend on him for support in every way. Five months later the principal of the school stated that the meeting settled the trouble not only for that father but for the community as well. It has been the pleasure of the welfare officer to settle a number of family disputes by calling all the members of the family together for a conference.

A number of homes have been investigated for placing children in this county under the supervision of the welfare officer. The welfare officer has been instrumental in sending a number of insane people out of the county and has assisted a number of relatives of orphan children in getting them into orphanages. Cases of caring for wayward girls and advising with parents, raising money for special pieces of orthopedic work, making inquiries for social agencies, settling family disputes, advising the distribution of the poor funds for the county, acting both as detective and friend for the Juvenile Court and

being the chief school attendance officer for the county, are a few of the things coming up for attention worthy of mention.

Our plans for the future are now being worked out. We are conscious that our children have been neglected for a long time. We realize that the old people everywhere who are now burdens to the State and county were the neglected children in their childhood. We want to build up a sentiment against child neglect so strong and so active in this county that no child, whether rich or poor, crippled or blind or deaf, will be neglected and not have an equal chance with every other child to grow into the fulfillment of the perfection that God designed for him. We realize that the heart of the county life must be made to see from an economic viewpoint, if no other, the value in training and caring for the youth of our great county. Then, to this work, let us summon our best people, our resources that those who come after us may rise up and call us blessed.

The American Program in Education as it is Related to the Work of the Normal Schools and Teacher Training Institutions

(Speech delivered by President Robt. H. Wright at the National Education Association, Des Moines, Iowa, Tuesday, July 5, 1921.)

I trust you will not interpret this paper as coming from one who thinks the affairs of this world are going to the bad. I firmly believe an all wise Father is working out the destiny of man through the only means of deliverance. God works for humanity through human beings. When he wanted to save the world he sent his only Son as a man to save men.

A man stood upon the banks of the Ohio at a time when the river was laboring with a raging flood. He noticed the water near the shore running up stream and said, "Behold, the whole world has gone wrong. Even the waters flow up stream," but when he cast his vision further out, he saw the waters were moving down stream. So it may be with us at

these trying times. When we see the events close at hand, we may think God's universe is moving against God's laws. Not so. The hand of Jehovah is moving this world at this flood time in keeping with God's great purposes. As a flood in a stream changes the channel, taking down this shoal and build-up a shoal in another plae, moving the channel from one side to another, yet leaves it the same stream, though changed, so God is today changing the currents of human affairs and building shoals where channels formerly were and making channels where shoals stood before the floods came.

It is the part of wisdom for the good pilot of a river boat to acquaint himself with the changes in the river after each flood time. Only in this way can he direct his craft with safety.

The channel of human affairs is changing and "Only the bat-minded men are blind to the big fact which underlies and envelopes all other facts of our time, that the universal social order is in a process of change at the present hour. In every continent and country and clime and condition there is unprecedented stir and unrest among the people. Old ways of doing things, old allegiances, and old standards of value are being given up for new. The transformation of organized life that is now taking place everywhere is really profound. It reaches out into every department of human interest. An understanding of this phenomenon is the first duty of every thoughtful person who would be alive to his own era." This new condition places upon the school people a very grave, a very serious responsibility. With the world in a state of ferment there is a tremendous task facing the schools. Read Matthew Arnold's Dover Beach. I quote the last stanza:

> Ah, love, let us be true
> To one another! for the world, which seems
> To lie before us like a land of dreams
> So various, so beautiful, so new,
> Hath really neither joy, nor love, nor light,
> Nor certitude, nor peace, nor help for pain:
> And we are here as on a darkling plain
> Swept with confused alarms of struggle and flight
> Where ignorant armies clash by night.

Traditions have been swept away, the accepted is questioned, the established is not stable. We have gone through a period

when the whole world was organized to convert love into hate and faith into doubt. Nations were organized on these destructive bases. We were taught to doubt, to hate, to destroy. Today you and I live in a period of confusion that of necessity must follow years of such activity, and this confusion is world wide. The schools must find the way out and must lead the present generation of youth into ways of organized constructive intercourse.

We need a Moses to lead us out of the Wilderness of confusion and a Joshua to fight our battles when we cross the Jordan that surely lies before us.

We are at the dawn of a new day, a new epoch in the world's history. The hand is writing on the wall. Shall it be "Mene Mene, Tekel, Upharsin," or shall it write, "A little child shall lead them"? The nations of the world are being weighed in the balances. Will peace on earth, good will to men, weigh more heavily than selfishness, envy, hate—the seed from which we germinate war? It all depends upon what the teachers say.

In our political life we are being tested as never before. Thousands, hundreds of thousands, even millions of dollars are spent in our campaigns for public office. We are taking war methods into our political campaigns. Suspicion, hate and even corruption are being found. Men are trying by the liberal use of money to get political preferment, not always by the actual purchase of votes, but by the purchase of public opinion—done by controlling the press. Can we be saved from this evil? It depends upon what the teachers say.

The system of nominating candidates by the public primary has come to stay. The result is that our law makers, judges, executives will be only slightly above the average in morality and mentality. The leader of the gang is only a little above his fellows. If his ideals are too high, the gang will not support him, so our political leaders are destined to be only a little above the average of our whole voting poulation. Already the results are that we often have law breakers as law makers and we have judges who see gambling in high and low places, but see it not, and executives who refuse to enforce the law that does not meet with their approval. Shall these evils continue? Or are we to save the Nation from such conditions? It all depends upon what the teachers say.

Our sense of civic righteousness is being tested as never before. Men are saying, "This law is is not intended for me, therefore, I will not obey it." We have forgotten that when it becomes a law it is binding upon all. There are no special privileges for any select group of self styled superior individuals. While it is law it is binding upon every good citizen and the test of good citizenship is the spirit with which the individual obeys the law and assists in its enforcement. Are we to correct this evil? It depends upon what the teachers say.

In our industrial life we are divided into two great camps, organized labor on one side and organized capital on the other, each looking for the evils in the other. It looks like a battle to the finish while the people suffer and pay the cost. Labor unions do not guarantee to capital an honest day's work by every member of the union, and capital does not guarantee to labor a living wage and proper living conditions. The fight goes on, each trying to get advantage of the other. Are we to correct this evil? It depends upon what the teachers say.

So I might go on through all the phases of human endeavor finding the evil and looking for the remedy. The answer in each case is the same, "It depends upon what the teachers say." If my thesis is correct, and I am positively sure it is, the greatest responsibility that rests upon any group of people in our civilization today rests upon those men and women who labor in institutions training teachers for the schools. There is the stream proceeding out of the throne of God, on either side of which is the tree of life, "Yielding her fruit every month," "And the leaves of the tree (are) for the healing of the nations." It is the truth that makes men free and the untrained teacher cannot carry the truth to the present generation of children, for the untrained do not grow up by the side of the river of life. Ignorance is our most dangerous and most expensive luxury. The trained teachers working with other right minded men and women will save our civilization, if it is to be saved. They are the pilots of the boats sailing for the first time on life's stream.

Any state in our union, our nation, or any other nation, failing to see how vital well trained teachers are in piloting the ship of state, will drift upon the rocks and there be left to the furies—a tempest coming out of an ignorant and superstitious people. Strong indeed must that ship be if she withstands the

tempest. Dear old Russia today is upon the rocks and it will take the co-operative endeavors of the allied nations of the world to save her from herself. All we can save will be at best only a wreck. Mexico is fighting against the same waves, though they are beating upon her from a different angle. Men and women of America, are we going to save this nation? Our men in Congress and our Chief Executive do not yet see how vital to our country's safety is the present educational measure before Congress. If they could see, the bill would be enacted into law within ten days. The passing of the Towner-Sterling Bill will not save the situation, it will only pave the way for you and for me to do the work. It will be a means of helping. It will be national recognition of the vital necessity for public education. It will encourage those who labor and it will approve of the efforts being put forth. It will say to the world "Democracy recognizes universal education as essential to the safety and stability of democratic government." This much at least we are entitled to, but the work must be done by you and by me after this bill is enacted into law.

The task that lies out before us today is the most worthwhile task that has ever been given man to do. We who train teachers must never let up until every American boy and every American girl, red, yellow, black, or white is in a good public school taught by a well trained efficient teacher. A good public school for every American child, good enough for the best of us, or it is too poor for the worst of us, should be our slogan. Remember, citizens of America, you cannot get the best for your child until you are willing to give the best to my child, and the untrained teacher is not good enough for my child. Democracy makes me want to give your child the best.

You, teachers, who are trained, will you take this message to heart and then carry it to Garcia!

The Wesleyan Plan of Observation and Student-Teaching

CHARLES L. BANE, *Assistant Professor of Education*, Ohio Wesleyan University.

The method of conducting directed observation and supervised student-teaching in the Demonstration School of Ohio Wesleyan University, Delaware, Ohio, may be of interest to teachers of this section. The Wesleyan plan is not especially unique, but is very practical, and has been in successful operation for six years. The plan was drawn up by Dr. A. R. Mead, Professor of Education in Ohio Wesleyan and President of the National Association of the Directors of Supervised Student-Teaching.

CONTRACT WITH THE BOARD OF EDUCATION

The school in which the observation and student-teaching are given is located at Kilbourne, Ohio, 6 1-2 miles from Delaware. It is a regular centralized township high school. Our university students are transported thither in motor busses. By our contract with the Board of Education, the university is to have the privilege of sending student observers to all high school classes, and to put in student-teachers where it sees fit. But in so doing we are ethically bound to see to it that the interests of students are safeguarded; observers must in no way interfere with class work, nor must the work of the student-teacher be below the standard set by the regular teacher. Besides, the university pays annually to the Kilbourne school approximately $6,000, which constitutes about 70 per cent of the salaries of five "supervising teachers."

These teachers are nominated by the Education Department of the university and formally elected by the Kilbourne School Board. All are college graduates, especially trained in the theory and practice of teaching and all have had successful experience elsewhere. Each teaches a special subject and supervises the university students taking practice teaching in this subject. Dr. Mead, Dr. Peters, and the writer as general directors aid in this supervision. In short, the Education Department virtually manages the high school—formulating its policies, administering its curriculums, and supervising its instruction.

DIRECTED OBSERVATION

Junior and senior students in the university who have had courses in General Psychology, Educational Psychology, and Principles of Teaching in Secondary Schools, are entitled to take the course in observation of teaching. They are divided into groups of not more than ten students each. Each group, in charge of a member of the Education Department, is given one observation each week for a period of eighteen weeks. The director arranges beforehand with one of the supervising teachers to illustrate a particular type of the teaching process, say for example "Inductive Teaching." He considers with the teacher the aim, selection and organization of subject-matter, and teaching procedure of the exercise to be demonstrated. He places in the hands of each observer a mineographed copy of questions which directs attention to the essentials of that type of recitation. After the observation is made, the director holds a conference with the student- observers, analyzing and evaluating the lesson observed, and making clear its essential features. If he sees fit (which is usually the case) he may have a conference with the demonstration teacher herself, constructively criticizing the work and laying the foundation for more effective demonstrative teaching. The writer has found it quite helpful to divide the conference hour with the student-observers, having part of period before the observation, and the remainder afterwards. In the preliminary conference, the director merely makes clear their observative questions or uses the time in telling the students exactly what to look for, or in orienting them in the work of the recitation. Sometimes written reports, comparable to laboratory exercises, are allowed to take the place of the observative conference.

All our observations are specialized; looking for everything in general we consider a waste of time. We have worked out about twenty-four of these observations, the leading ones are: The Preparatory Step; Hygiene of the Class-room; Inductive Teaching; Deductive Inference; Drill; Appreciation; Supervised Study; Problem Solving; Questioning; Reflective Thinking; Habit Formation; Socialized Recitation; Motor Learning; The Review Exercise; Use of Text-Books; Class-room Management; Incentives, Interest, and Attention; Project-Teaching; Teacher-Pupil Activity; The Assignment. We have, in addi-

tion, a summary observative Exercise which includes the observation of certain basic qualities common to all types of teaching. This observation is used only at the close of the series, or whenever for some reason a **specialized** observation has not been arranged for.

SUPERVISED STUDENT-TEACHING

When our students have completed the observations outlined above, they have seen applied to school room procedure all the principles of teaching given them in their theoretical courses. They are now ready for their student-teaching—and with us it must be done under intense supervision.

Practically all our students do this teaching in their senior year. Students intending to do practice teaching must satisfy the following requirements: (a) Have had or be taking the course in Observation; (b) be in good health, as evidenced by a certificate from a reputable physician; (c) be carrying not over fifteen semester hours of college work, including practice-teaching; (d) have credit for eighteen hours college work in a major subject and ten hours in a minor subject (majors and minors must be subjects commonly taught in the high school); (e) have the sanction of both the Education Department and the College Department in which the major subject falls; and (f) have not over two grades below "B" in the subject taught

Before taking full charge of the class "she" is to teach (fully nine-tenths of our student-teachers are young ladies) the student-teacher does a series of nine preliminary observations of the conduct of the class by the Supervising Teacher. During these nine periods, the student-teacher familiarizes herself with the names and dispositions of her students and takes a minor part in the recitation as directed by her supervisor—such as calling the roll, making assignments, or aiding individual students. This method we think far superior to the Wisconsin plan, wherein the teacher-to-be begins as a student, "wins her spurs" by her brightness, and then becomes teacher.

Also, before taking charge of the class, she must have prepared an acceptable syllabus of the work to be covered in the class—showing: (a) her objectives or general aims; (b) her selection and organization of content; and (c) her presentative procedure. In addition, before the completion of the course, she must present to the Education Department

a bibliography in the subject taught, including: (a) the names of the authors and best text-books on the subject; (b) apparatus available and where secured; (c) supplementary material; (d) professional books and periodical literature on the teaching of the subject; and (e) educational tests and measurements in the field.

The student-teacher must have her daily lesson-plans constructively criticized and approved by her supervisor before using them in the class-room. On the average about 2 1-2 or 3 hours per week are spent in private conference with the supervisor. In the opinion of the writer, the student-teacher is helped by these private conferences more than by all her theoretical courses combined, so far as actually understanding the principles of teaching is concerned.

The supervisor must be present in the class-room at least one-third of the time the student-teacher is in charge of the class, (must remain for whole periods, too). A detailed rating scheme or score-card is used in marking the student-teacher—the rating is used as a basis of the constructive criticism that is given in the private conference. We have our own score-card, somewhat similar to the Cleveland Plan. We stress doubly " Results" (as determined by the knowledge, power, or skill, acquired by students) and "The Technique of Teaching," and give minor credit to such items as "Class-room Management" and "Personal Qualities of the Teacher."

Our supervision is very intense; for by our contract with the school, the interest of the students must be safeguarded. The quality of the teaching must not be below that of the regular teacher. If the supervisor cannot keep the work up to that standard—as shown by tests and measurements—the student-teacher is not permitted to continue the course.

In concluding this brief outline of our conduct of directed observation and student-teaching, nothing further need be said except that the relations between the Education Department of Ohio Wesleyan University and the Kilbourne School are unusually cordial and co-operative. Our contract can be terminated at the pleasure of either party—but neither party would contemplate such a move. The Department of Public Instruction of the State of Ohio is watching with especial interest the development of our most workable and satisfactory plan.

Three Institutions That Are Fundamental in American Life

WILLIS HOLIMAN

In working out any educational system there are at least two other institutions besides the school with which we must reckon, namely the home and church. There are others that are worth-while but these three, it seems to me, are fundamental. If we succeed in Americanizing America it will be because of the high ideals of these three institutions which are continually kept before our people. Our forefathers came to America with very definite ideas concerning the home, school and church. All through our three hundred years of history in the communities which we think have stood for the best things in life, we have found the home, school and church working together. And so today we believe in these institutions. The early colonists came to found homes where they might be able to bring up their children according to the way which they believed was right and to keep them under the influences which they preferred should mould their lives. The time is rapidly passing when home conditions can be improved by moving from one country into another or from one state into another. As the population increases more and more does this become a local matter. The privacy of the home life is no longer what it once was. Parents have a greater problem before them today in teaching their children because of the many counteracting influences. Society has become so complex. The father or mother, or both are connected with so many organizations. Business matters often take them in different directions. The children are either left with others or permitted to shift for themselves. In this way too often parents and their children become strangers. There are so many magazine articles—so many films being run today where the marriage relation is held up to ridicule and the divorce evil seems to be growing by leaps and bounds. Something must be done to check this evil or the American home is in danger. Destroy the American home and you destroy America herself. The home is fundamental. I do not believe this evil can be cured by legislation and courts. It may be helped, but the place to begin is back in the home. Parents must not neglect to teach their children proper standards of

moral conduct, obedience, honesty, respect for law and order, and to honor their father and mother. We have many American homes that are doing this very thing but there are entirely too many parents who seem to think their daily routine is more important and these matters are left to others. A real home is something more than a place where the family eat and sleep.

About three hundred years ago these same forefathers saw the need of establishing a system of free public schools. They saw the need of education to prevent the inhabitants from becoming a group of ignorant and superstitious people. True the beginning was very crude, the curriculum was narrow, but many boys and girls made the best of their opportunities, while many others had no chance. It has been the aim from those days until the present to give every boy and girl a chance. We have advanced from that small beginning to our great state systems of today. In matters of equipment we have advanced from the one-room log school-house in the forest, to the modern 6—8—12—16 room modern building of today. Thereby consolidating many of these one-room rural schools into one. There has been much progress in securing higher educational standards for teachers. This must go hand in hand with the improvements made in the school plant or else the outlay on the buildings and equipment will be useless. There is no need for school buildings if we cannot have good teachers. We cannot have a school with buildings and children only. The teacher must be there. These new conditions are coming about because our ideals for school have changed. We believe our children are worth all that they cost—that they should live a long while in the land. Therefore, their health must be safeguarded. State and local health authorities everywhere are exercising no little influence in making school conditions more sanitary and hygienic. These newer types of schools are rapidly becoming community centers. Here parent-teachers meetings are held. Also farmers' meetings, political gatherings, social gatherings, public health meetings, moving pictures, etc., etc. This offers golden opportunities for the teacher. Her school is no longer limited by the four walls of a little one-room house, but it is now the community. Certainly she is still teaching the fundamentals and in many instances better than ever before. She is also a com-

munity leader. She is always interested in what is best for the people. Her broader training has come about because there is everywhere a greater demand for more highly trained teachers. Most communities want the best teachers. They are demanding that more things be taught in the schools, and are not lengthening the day. This broader training enables her to correlate her work and as a result she can save many minutes of time during the day for the newer work, which her predecessors never taught. This all costs money but it is given by a generous public and no teacher should fail to read the signs of the times. The school community will not always deal so generously with a teacher that is poorly equipped intellectually. But let me drop this word here, better salaries for teachers more highly trained to teach in more modern buildings, will not by themselves make better public schools. The teacher must be sure she is right at heart. I have observed it, and have heard complaints from other superintendents—both city and county—that in many instances their schools are suffering because the teacher in spite of better qualifications and higher standards are not getting results obtained by some teachers who could not measure up to standards. The more highly trained in many instances were not sympathetic, often not interested in the profession, had no love for their work and were not interested in the affairs of the community. School communities have more to do than pay the bills. They must furnish the teacher a place to room and board—one that adequately meets her needs in the home of a good family. We are getting a great many communities where some of the best homes do not care to be bothered with boarding a teacher. This is often a more serious matter than the community realizes. The result is the teacher declines to teach or she leaves early Friday afternoon and returns as late as possible on Monday morning. This means the community loses much service which she might render during the week-end.

The church has always had its mission in an American community. The forefathers early saw that the home and school could not function well without the influence of the church. No little time and attention was given it. Neither can the church function properly without the influence of the home and school. The three must go hand in hand in the community that brings forth the best type of American citi-

zens. We must have intelligent Christianity and education that is Christian. The home must feel the influence of both. Otherwise we cannot expect the business affairs, social life, politics, etc., etc., to be anything else than corrupt and morally unsound. If that state of affairs is ever reached and continues long, it means our Nation will travel the road which others, that have neglected their Christian duty, have travelled. On the other hand if we keep our homes, schools, and churches Christian there is no doubt about the future of our Nation because these three institutions are foundation stones upon which our government rests. Surely States act unwisely when their Legislatures enact laws forbidding the reading of the Bible by the teacher to the pupils whenever she so desires, so long as she does it from no sectarian point of view. These very States are willing enough to have the Bible read to the prisoners or to have copies placed in their hands. Why not give it to persons when young and in the more plastic period of life?

What I have tried to say in this rambling way is this. In developing a well rounded American citizen, the training in the home is fundamental, because here is where the child gets his start in life. How important it is that the parents use wisdom in the early training of the child. The school must not only add to his stock of knowledge but must supplement the training started at home. The work of the two must be spiritualized by the influence of the church in order that the future man or woman may exemplify the life of the Master as a citizen. Neither institution can function properly without the other.

An Observation

S. J. Husketh

In the work of consolidation of schools it is a noticeable fact that children coming from one-teacher and two-teacher schools having had a school term on an average of not more than four or five months (and in many cases much shorter), to a graded school having a term of not less than eight months, are much older for the same grade of work than those in the graded school of eight months' term. I maintain that there is a difference of not less than one and one-half years in the ages of such children.

Let us notice some concrete examples. In the table below column "A" represents the children attending the Bethel school, a graded school having a term of eight months, during the year 1920-1921. Of the 34 pupils enrolled in the fourth grade in the Bethel school in the fall of 1920, 23 were from the local district, had been given a school term of eight months and showed an average age of 10.6 years; while 11 were from other districts having one and two teachers in the schools, a school term of from three to five months, and showed an average age of 12.4 years.

Again, in the fifth grade 21 enrolled from the local district showed an average age of 10.5 years; while 8 enrolled from other distrits showed an average age of 12.1 years.

Likewise, in the sixth grade, 23 enrolled from the local district showed an average age of 11.8 years; while 14 enrolled from other districts showed an average age of 13.5 years.

In like manner, in the seventh grade, 21 enrolled from the local district showed an average age of 13 years; while 9 enrolled from other districts showed an average age of 15.2 years.

Finally, in the eighth grade 12 enrolled from the local district showed an average age of 14.4 years; while 9 enrolled from other districts showed an average age of 15.6 years.

Column "'B" represents the children who belong to the local Bethel district and have had for several years the opportunity of a graded school with an eight months' term. Column "C" represents pupils coming from one-teacher and two-teacher schools with terms of from three to five months. Columns "D" and "E" represent the average ages of pupils in columns "B" and "C" respectively.

TABLE

Grade	A	B	C	D	E
Fourth	34	23	11	10.6	12.4
Fifth	29	21	8	10.5	12.1
Sixth	37	23	14	11.8	13.5
Seventh	30	21	9	13.	15.2
Eighth	21	12	9	14.4	15.6

Of course, I do not dare say that these examples, taken from a single school, prove conclusively my contention. I

should like to know the results of similar observations in other schools. I believe, however, that the proposition in a general way is true. If so, are not the small, short term schools that can be consolidated and lengthened to an eight months' term postponing, to say the least, the training of the children of these communities by one and one-half years? And this postponement comes at an age when the children can be worth most to themselves, to their parents, and to their country in school.

Commencement

PROGRAM

Saturday, June 4, 8:30 P. M.—Music Recital.
Sunday, June 5, 11:00 A. M.—Commencement Sermon, Rev. Geo. A. Miller, Washington, D. C.
8:30 P. M.—Y. W. C. A. Sermon, Rev. R. C. Craven, Oxford, N. C.
Monday, June 6, 10:00 A. M.—Meeting of the Board of Trustees.
Meeting of the Alumnæ Association.
1:00 P. M.—Alumnae Luncheon.
6:00 P. M.—Class Day Exercises.
8:30 P. M.—Alumnae Recital, Dicie Howell, Soprano, Mary G. Bertolet, Pianist, New York City
Tuesday, June 7, 10:30 A. M.—Address, Hon. S. M. Brinson, New Bern, N. C.
11:30 A. M.—Graduating Exercises.

This was one of the very best commencements ever held at the Training School. The class was the largest ever graduated from the school, the sermons and the address were all excellent, the music was inspiring, the Alumnae here in strong numbers and fine spirits, the crowd attending the exercises was good, and the weather ideal.

The Alumnae Recital by Miss Dicie Howell was a most enjoyable feature and drew a large crowd.

Hon. S. M. Brinson delivered a strong, inspiring address on "The School and Schoolcraft," but which might have been called also the State responsibility to the schools.

President Wright in introducing the speaker said that he needed no introduction to the people of North Carolina but that he wished to say that Mr. Brinson was merely returning home. He was once on the board of trustees of this school. After he straightened us out, he was needed by the Nation

to straighten the world out and help make it safe for democracy, therefore we let the Nation have him.

The address is printed in full among the articles.

A full report of both sermons is given in this number.

The ministers of the town called on to lead in prayer for the two services and for commencement day exercises were: Rev. James B. Turner, Rev. Leland Smith, and Rev. Walter Patten.

Announcements

President Wright in his announcements said that he knew this was the best bunch of graduates in any school in North Carolina. He accepted the gifts from the class and referred again to the wonderful spirit. The audience applauded as each of the 78 came forth for her diploma.

This class will have a helping teacher, the first of the kind ever sent out by any school in America. Next year Miss Miriam McFadyen will follow up the work of these young women and help them out through their first year, the most trying of a teacher's life. The next year she will return to the school and teach methods, while Miss Whiteside will follow up the next class. In this way the contact between the school outside and the teachers will be very close.

President Wright called attention to the size of the class, the largest by ten ever graduated from the institution, or will be when the nine to be graduated in August is added to these 78, making 87 in all. This is 27 per cent of the total enrollment of the school. If one judges by the output of a factory, rather than by the waste, this is wonderful efficiency.

He announced that the graduates made the dresses which they wore, and the average cost was $5.18. They also made the dresses worn at the Class Day exercises and the average of those was $5.04.

He announced the fact that the four years' course would be offered after this, but that the two years' course would continue to be the course which most of the students would and should take. He repeated the announcement made at the Alumnae dinner, that this was a member of the organization of Teachers' Colleges.

After the announcements President Wright told a beautiful story with a deep meaning.

The music was beautiful and inspiring at all the exercises

It took many more workers than those on the stage to make the play a success. The committees that worked behind the scenes deserve great credit for performing well their tasks.

The cast was given in the Spring Quarterly.

Reception to Seniors by President and Mrs. Wright

The reception to the Seniors by President and Mrs. Robert H. Wright on Saturday evening, May 7, 1921, was one of the most delightful ever given a class.

Members of the faculty assisted Mrs. Wright in entertaining and serving. Misses McFayden and Goggin met the guests at the door and Misses Whiteside and Lewis presented them to the line. President and Mrs. Wright, Mrs. Jarvis, Mr. and Mrs. F. C. Harding, Dr. and Mrs. C. O. H. Laughinghouse, Mr. and Mrs. S. B. Underwood and Mr. Rose were in the receiving line.

Misses Ross and Harding received guests in the dining room where refreshments were served by Misses Pearl Wright, Kathryn Lister, Priscilla Austin. Mr. and Mrs. Austin received in the living room. Mrs. Hines and Miss McKinney assisted by Miss Cole served punch. Misses Wilson and Bartholomew received in the library. Misses Mary Wright and Elizabeth Austin entertained with the victrola. Solos were sung by Misses Bartholomew, Aileen Jones, Josie Dorsett and Mr. Rose and were greatly enjoyed. The house was beautifully decorated with red and white cut flowers, potted plants and vines.

Millie Everett.
Lois Boone.

The class of 1921 at their last class meeting made a permanent organization of their class. The purpose of this is to keep in touch with each member through letters written by the secretary. This class is to meet every four years for a reunion, where letters will be read and interesting experiences told.

The officers for the coming four years are as follows: Helen Bahnson, president; Josie Dorsett, vice president; Julia Taylor, secretary and treasurer.

Field Day

Field Day exercises held on the Training School campus May 2, were under the management of the Juniors. The

different phases of the exercise were: A parade, crowning of the May Queen, Field Day sports, baseball, and a carnival.

The parade that passed along Fifth Street was very attractive and made a beautiful show. Major Clark and Superintendent Rose of the graded schools, led the way on horseback, and the Boy Scouts followed. Then came a float with the Queen of May and her court, all adorned in May garlands. Next came the procession on foot which consisted of girls dressed in appropriate costumes to represent the seasons, day and night, rainbow, the Greenville newspapers, and the Training School Quarterly, a group of Seniors representing the Y. W. C. A., members of the "A" class next to the last, followed by another group of Boy Scouts.

The events took place on east side of the campus. The crowning of the Queen of May was the first feature of the program. The races by the model school children were as follows: First grade, sack race, and "wheelbarrow race"; Second grade, hoop race, and hopping race; Third grade, leap-frog race; Fourth grade, relay race and potato race; Fifth grade, relay race between the girls and boys; Sixth grade, toe and heel race, and the snake race between the Fifth and Sixth grades; Seventh grade, the pass ball relay race.

The judges were Superintendent Rose, Mr. F. C. Harding, and Rev. S. K. Phillips, and prizes were awarded to the members of each race by Mr. Wilson, and Mr. Harding. These were generously contributed by merchants of the town.

There were two races by members of the Junior class: the 300 yard dash, and the suit-case race, which created much excitement.

There was a very interesting game of baseball played between members of the Junior class and members of the faculty. The girls did not realize that they were to play against such star players as Mr. Rose, Mr. Wilson, and Mr. Underwood. The faculty won with a score of 12 to 7.

After these sports were over, attention was turned to the carnival on the west side of the campus, where booths were opened, as, negro minstrel, fish ponds, fortune tellers, and annual shows. Candy, ice cream, flowers, and sandwiches were sold at attractive booths.

The money that was made in the various ways was given

to the Y. W. C. A. for the purpose of sending delegates to the Blue Ridge Conference.

"The Revolt," a Play by the "B's"

The "B" class presented a delightful comedy to the school at twilight on May 24, entitled "The Revolt."

The actors played their parts well, keeping the audience in laughter throughout the entire performance.

Miss Clara Dowdy played the part of Grandma Greggs, the founder of the Flushing Academy of Household Science for Young Ladies, who strives to bring up girls in the good old-fashioned way, and teaches them how to manage a husband. The ideal husband was a dummy, whom they kicked and knocked around in her absence, but treated with respect in her presence. Miss Hazel Kennedy took the part of Susan Jane Jones, who was an emissary of the American Ladies' Association for the Promotion of Female Supremacy, arrived to become one of the teachers.

In the absence of the founder of the academy the new teacher presented to her pupils ideas of how to manage a husband, which differed from those of Grandma Greggs.

The young ladies whose parts were taken by Misses Anabell Wood, Nina Rogers, Margaret Holland, Grace Dixon, and Lillian Paul seemed very respectful to the ideals of Grandma Greggs, but were in secret taking new and different views from their teacher. But they as readily deserted the new teacher when they heard the "Fifth Street Call."

The part of Pauline, the little student, who worked out her tuition by scrubbing, was very well played by Miss Ora Evans.

Seniors Entertained by "B's"

The Seniors were entertained at Amuzu Park. They met in front of the Administration Building at 5 o'clock, climbed on eight trucks and were driven three miles to the park.

The girls spent a pleasant evening, boat rowing, swinging, walking and dancing. A delightful supper was served by the "B's." A large camp-fire was built to roast weinies for the crowd. After this all were asked to be seated in the pavilion and there ice cream was served.

The music for the evening was furnished by a player piano and the fiddlers' orchestra.

Mr. Claude Tunstall, the owner of the park, was on hand and did all in his power to make the occasion enjoyable.

ROSALIE WOODLIEF AND MYRTLE LANE.

"A's" Entertain Juniors

The Junior class on the evening of April 28, assembled on the basketball court where they were delightfully entertained by the "A" class during the evening.

The program consisted of selections entitled "The Course of Love Too Smooth," read by Miss Laura Smithwick; "Watching the Sparking," by Miss Leona Johnson; and "Clearing Up Technicalities," by Miss Hortense Mahorne.

The next thing on the program was interesting stories told by Miss Agnes Whiteside.

A folk dance, "I See You," was engaged in by all. Music for the dance was played by the victrola.

A bountiful picnic supper was enjoyed by all.

The Sidney Lanier Society News

The society planned to go on a picnic at Amuzu Park the 9th of April, but on account of rainy weather the picnic was postponed. The program was given by the Juniors in the society hall, a very interesting mock faculty.

Refreshments were served after the program.

On the 14th of May the Sophomores in the society entertained the society on the campus at 7 o'clock.

The program was composed of a few readings and several selections sung by the Glee Club.

Refreshments were served after the program.

The society held its last meeting of the school year, 1920-'21, in the school auditorium at 7 o'clock, May 28.

A very interesting program devoted entirely to music and the life of composers of music was given.

The new officers for the year, 1921-'22, are Annie Ruth Joyner, president of the society; Thelma Shamhart, editor-in-chief for The Quarterly, and Charlie Mae Barker, assistant editor. On account of another position which Lillie Mae Dawson held, she resigned the place of chief marshal, and Beatrice James was elected to take her place.

NELLIE BENSON, '21.

Poe Society News

On May 14 instead of having the regular society meeting, the Poes went on a hike to a beautiful spring near the Old Pitt County Courthouse about five miles from Greenville. Upon reaching the spring a bountiful picnic supper was spread after which a bon-fire was built and numerous ghosts appeared upon the scene. Just at this time everyone gathered around the fire and ghost stories were told. Several selections were rendered by the Society Glee Club, which were greatly enjoyed by everyone. After having spent a very delightful evening, a happy but tired crowd returned to the campus ready for bed.

The following are the new officers: President, Oma O'Briant; treasurer, Hortense Mahorne; business manager of Quarterly, Annie Spruill; assistant editor of Quarterly, Mabel Thomas. The remainder of the officers are elected in the fall term.

At the last meeting, a very enjoyable program was rendered consisting of vocal solos by Annie Laurie Baucom, Nell Pappendick, Virginia Rhea, and Fannie Johnson, and the reading of short selections from the Holy Grail by Camilla Pittard, Carrie Lee Bell, Helen Bahnson, Oma O'Briant, and Hortense Mahorne.

The members of the "B" class visited the newspaper and printing offices to see just how this work is done. They had studied various phases of the work in the English class, but wished to see the presses and machines at work printing.

They had been studying the newspaper from the standpoint of getting news and reporting and from the editorial point of view. They knew what proof reading meant, and they had some idea of the theoretical side of the "making-up" of the paper, but finally they actually saw it done. It is difficult to say what interested them most, the linotype machine, or the press at work. All went away with their names on a line of type from the machine as souvenirs.

This class visited the office by invitation. The class was divided into three sections as follows: First group, Misses Maggie Dixon, president of the class; Madeline Riddick, Margaret Holland, Miliah Peel, Kathleen Jones, Mittie West, Ethel Hardy, Lillian Paul, Viola Rimmer, Ruth Savage, and Annabelle Wood; Group two, Misses Myra Bridgman, Rosa

Deans, Bessie Farless, Senia Frazier, Hazel Kennedy, Beatrice Link, Beatrice O'Neal, Annabel O'Neal, Laura West, Lille Belle Shepherd, Sallie Delle Robertson, and Hyacinth West; Group three, Nellie Burbage, Vida Cahoon, Grace Dixon, Mildred Brodie, Fannie Forbes, Frances Gaskell, Clara Gilliam, Lucy Goodwin, Nellie Lee, Vera Miller, Nina Paul, Allie Perry, Vivian Rice, Nina Rogers, Noma Rogers, Katherine Smith, Mary Vaughn, Ada Wharton, Clara Dowdy, and Ora Evans.

The officers and committee chairmen of the Y. W. C. A. for 1921-'22 are: President, Marie Lowry; vice president, Jodie O'Briant; treasurer, Clara Dowdy; undergraduate representative, Annie H. Felton; secretary, Penelope Wilson; social service, Alma Walkup; social, Marie Riddick; religious, Mary Brock; publicity, Daisy Williams; world fellowship, Louise McCain.

A beautiful installation service was held when the old cabinet gave up their places to the new. The candle servive was used, following the custom of years past.

The Y. W. C. A. sent six girls to the Blue Ridge Conference in June. These girls will have charge of the Y. W. C. A. activities during the next regular session of school. The following girls attended the conference: Misses Marie Lowry, Carrie Lee Bell, Alma Walkup, Marie Riddick, Mary Brock, Lily Mae Dawson, and Miss Trixie Jenkins, who went as a volunteer. Miss Nellie Wyman, faculty advisory member of the Y. W. C. A. cabinet, took the trip to Blue Ridge with the girls.

Rev. Stuart Oglesby from Oxford, N. C., a member of the Albemarle Presbytery, made an interesting talk to the student body one morning.

Miss Emily Walker of Raleigh, representative from the N. C. Red Cross Association, connected with the Community Service work, visited the school for a few days and made an excellent talk to the school conerning the work.

Miss Ruby Wray, a home missionary, teaching in the mountains of Kentucky, in her talk to the student-body made a splendid appeal to the girls thereby arousing much interest in the work.

Dr. Edwards, Mr. and Mrs. Pollock, while holding revival services at the Christian church, visited the school at an

assembly hour. Dr. Edwards delivered an excellent talk to the student body. Mrs. Pollock presided at the piano while Mr. Pollock rendered a few vocal selections.

Mr. J. H. Highsmith, State Inspector of High Schools, visited the school and made a most impressive talk to the students at assembly hour.

ALUMNAE

GRACE SMITH, ALUMNAE EDITOR.

The Alumnae Association was well represented this year at commencement. There were ninety-eight present—the largest number that has ever attended a commencement before. There are now over five hundred members of the Alumnae Association and when the number graduating in August is added there will be five hundred and fifty members.

The alumnae this year were provided with an alumnae hall for their dormitory comforts where all could be together and have a good time.

The association held its regular business meeting June 6. The new officers are: Miss Ophelia O'Brian, president; Miss Bonnie Howard, secretary and treasurer; Miss Lizzie Stewart, corresponding secretary, and Miss Elizabeth Hathaway, new member of executive committee.

The association decided to start an endowment fund through which they could keep some girl in school here.

After the business meeting they were invited to the dining room where they enjoyed a luncheon.

One interesting feature of commencement was the alumnae recital given by Miss Dicie Howell of New York City. It was largely attended and Miss Howell received much hearty applause. The alumnae association realized quite a little sum from this recital, which sum was added to the endowment fund. Full reports of the meeting and the luncheon are given in the commencement report. Those of the alumnae who attended commencement are as follows:

Grace Cloninger, Alma Odom, Helen Elliott, India Elliott, Emma J. Brown, Flora Barnes, Mrs. Annie Gray Stokes Burden, Eloise Tarkenton, Gladys Baum, Mildred Thompson, Annie Smaw, Louise Smaw, Zelma Wester, Ethel Southerland, Edith Matthews, Alla May Jordan, Ruby Garris, Fannie Jack-

son, Jessie Howard, Bonnie Howard, Ruth Hooks, Laura W. Newton, Lizzie Stewart, Janie Tyson, Caroline Fitzgerald, Mrs. Margie Davis Warren, Mattie H. Bright, Mrs. Hannah Cuthrell Brown, Mildred McGowan, Eula Pappendick, Jessie Daniel, Lois Hester, Ruth Proctor, Lillie Mae Whitehead, Pattie V. Farmer, Mrs. Lucile Bulluck Hall, Blanche Lancaster, Jennie McLawhorn, Orene Hollowell, Gay L. Albritton, Mrs. Reba Everett Barnhill, Bess Tillett, Sue Walston Pitts, Mrs. Thelma Bryan Cherry, Dorothy L. Johnson, Roland Martin, Rubelle Forbes, Estelle Greene, Lida Taylor, Mary Whitehurst, Zelota Cobb, Mrs. Emma Cobb Bynum, Ophelia O'Brian, Mrs. Elizabeth Speir Davenport, Fannie Lee Spier, Mrs. Mary Lee Gallup Edwards, Virginia Luther, Ina McGlohorn, Mrs. Ethel Smith Stokes, Mrs. Ethel Finch Worthington, Mrs. Kate Tillery Quinerly, Christine Johnston, Mrs. Mary Moore Nobles, Mavis B. Evans, Mrs. Mary Emma Forbes, Mrs. Lulla Lancaster Stancill, Arley V. Moore, Mrs. Nell Pender Moore, Louise Croom, Ethel Stanfield, Mrs. Camille Robinson Willoughby, Mrs. Christine Tyson Hellen, Nannie Bowling, Nannie Mack Brown, Ruby Worthington, Emma Robertson, Kathrine Boney, Sallie Best, Mrs. Lillian Gardner Mercer, Mrs. Emma Harden Jefferson, Mrs. Callie Ruffin Worsley, Mrs. Lena White Harris, Lucy Barrow, Bessie Lee McArthur, Rena Harrison, Georgia Keene, Lallah Wynne, Bloomer Vaughn, Mrs. Clara Davis Wright, Mary Weeks, Hattie Weeks, Josephine Tillery, Edna Campbell, Mrs. Nell Ray Marston, Mrs. Martha Lancaster Fountain, Mrs. Louise Fleming, Mrs. Mattie M. King Gaylord, and Grace Smith.

Jessie Howard, '18, is attending Columbia University, where she is taking a course in physical education. She will be director of physical education at two schools in Durham, N. C., next year.

The alumnae are showing quite an interest in the college course which the school is offering now. There is a college class of twenty-three alumnae, representing seven classes, who are working for the school's degree, as follows: Misses Pattie S. Dowell, '11; Fannie Lee Patrick, '16; Bloomer Vaughn, '16; Eva A. Pridgen, '16; Nannie Mac Brown, '17; Elizabeth Baker, '17; Mary Elizabeth Evans, '18; Willie Jackson, '18;

Alice Outland, '18; Mary C. Hart, '19; Mary Eliza Whitehurst, '19; Lillie M. Hewitt, '19; Bonnie C. Howard, '19; Millie Harrell, '19; L. Ruth Brown, '20; Minnie A. Hollowell, '20; Orene Hollowell, '20; Nonie Johnson, '20; Virginia Pigford, '20; Henrietta Zahniser, '20; Gertrude Chamberlain, '20; Mary Sumner, '21; and Emily Langley, '21.

Josephine Tillery, '13, is a member of the summer school faculty. She is teaching writing.

Bess Tillitt, '18, taught two weeks in third grade in the Model School, filling out term for Lillian Cole, '19.

Willie Lee Smith, '13, has been teaching in Greenville, S. C. She has been doing excellent welfare work in the mill section of the city.

Nellie Dunn, '16, has been teaching in Washington several years. Her superintendent praises her work highly.

Dinabel Floyd, '16, and Jessamine Ashley, '16, are attending summer school in Asheville, N. C.

Eva A. Pridgen, '16, has had a very pleasant year at Hardrawer, near Enfield, N. C.

Amelia Clark, '17, taught the past two years at Boykins, Va.

Julia Elliott, '17, has had three very successful years at Quinerly School, near Grifton, N. C.

Bettie Allen, '18, taught at Kelford the past year.

Mrs. Rosser Lane (Mattie Poindexter, '18), who lives at Smithfield, has a charming little daughter, Marguerite Poindexter. Mattie came up to see her sister, Ruth, as the star in the Senior play.

Ellen Renfrew, '18, is working in the music department of Royal & Borden Co., Raleigh, N. C.

Mrs. J. C. Stokes (Ethel Smith, '18) is keeping house and also teaching music at Stokes, N. C.

Thelma Munford, '19, had a very successful year at Heathsville, N. C.

Texie Dale, '20, has been very successful at Iotla High School, Franklin, N. C.

Mrs. Hubert Austin (Helen Lyon, '18) is keeping house in Kelford, N. C.

Lottie Futrelle, '19, who is now Mrs. Lloyd Spring, is keeping house and teaching in Rehoboth, N. C.

Eva Stegall, '19, is now Mrs. C. D. Mixon of Lendin, N. C..

Roland Martin and Mr. Wm. B. Herring were married in June and will make their home in Winston-Salem, N. C.

Pauline Newell is now Mrs. Edwards of Simpson, N. C.

Fannie Lee Spier and Mr. Benjamin Law of Pelham, N. C., a tobacconist of Kinston, were married June 22, 1921. Miss Aileen Jones of Snow Hill, now a student here, sang at the wedding. They will make their home at Kinston, N. C.

Mrs. Ike Brook (Annie Wilkinson, '19) is keeping house at New Bern, N. C.

Mrs. D. E. Taylor (Gertrude Critcher, '14) is living in Norfolk, Va.

Mary E. Weston, '14, is now engaged in chautauqua work.

Essie L. Woolard is keeping books in Everetts, N. C.

Vera C. Wooten has made a great success in the Sanford school.

Mary Louise Tucker, '19, was married June 15, 1921, to Mr. Durwood Reed of Hertford.

Louise Moore, '15, is now Mrs. Llewellyn of Mount Airy, N. C.

Mrs. Joe Harper (Susie Barnes, '16) has been teaching at her home in Pinetops.

Mrs. Joe Winslow (Ruth Brown, '16) is keeping house at Hobbsville.

Mrs. Joe Wynn (Selma Edmonson, '16) of Texas, has a little son.

Mrs. Leon Fountain, formerly Martha Lancaster, '16, is now keeping house near Tarboro.

Mary Smith, '16, was married September 15, 1920, to Mr. Gordon Shannonhouse of Durant's Neck.

Kathrine White, '16, is now Mrs. George Harris, Plymouth.

Mrs. C. R. Little (Myrtle Brendle, '17) is living in Asheville.

Mrs. Harry Fagan (Viola Kilpatrick, '17) is keeping house in Pinetops.

Lucile Bullock, '17, is now Mrs. Thomas Hall Markham of Rocky Mount.

Ruth Spivey, '17, is now Mrs. H. R. Winslow, of Hertford.

Miss Mattie McArthur, '19, was married in June to Mr. Sheppard.

Miss Ruby Worthington, '19, is attending the Asheville Summer School.

Miss Lyda Tyson, '19, of Farmville, taught at Jacksonville, N. C.

Miss Lula Quinn, '13, of Beulaville, was married this spring to Mr. Paul Parker of Rose Hill. She was a teacher in the Beulaville Graded School.

Miss Ethel G. Perry, '16, of Franklinton, who has been teaching at Lincolnton for the last two years, has a position with the Southern Automobile Association for the summer.

Myrtle Moore, '20, is living in Crescent City, Fla.

Mrs. R. B. Hope (Lily Freeman, '13), whose husband is pastor of the Christian church at Humboldt, Tenn., spent a few minutes in the school on her way through, after having visited her mother in Norfolk.

SUMMER SCHOOL NEWS AND NOTES

The State and County Summer Schools

Our entire summer school which enrolled 300 pupils is composed of two separate bodies—the State summer school and the county summer school, 103 of the number belonging to the county summer school group.

The State summer school takes in those who have completed high school and are working for further credit or those who wish to raise the standard of their certificate; these are taking some part of the two-year professional course, three summers in this school completing the work of a school year. This is the only school in North Carolina in which three summers are the equivalent of a school year.

In addition to those taking the two-year course we have 23 of the school graduates who are taking the college course offered this summer for the first time. These girls have registered with the idea of doing two years work in addition to

the course they have completed and then receiving a degree from the Teachers' College.

The State summer school also includes a body of students grouped as specials who are here to complete the 15 units necessary for standard high school work. Some of these are from non-accredited schools or have conditions to work off before satisfying the requirements for other classes.

The county summer school is for those who either have no certificate and are working for one or for those who wish to raise the provisional certificate they now hold to an elementary grade.

There is no division in the faculty except that the county summer school director devotes his entire time to the county summer school. The schedule of the other teachers is so arranged that their work is divided between the groups. Miss Hattie Parrot and Mr. Proctor, director of the county summer school, personally interviewed and classified each member of this group. Since summer school started Mr. Proctor has had to leave and Mr. S. J. Husketh has taken his place.

The Faculty

Mr. Willis Holiman, who is a member of the faculty of the Training School this summer, has been superintendent of schools at Spencer, Ind., and was then superintendent of schools at Martinsille, Ind.

He has done quite a lot of research work on school boards, and has worked out a thesis on the school boards of Indiana. This fall he will begin work in the Indiana State College.

Mr. Charles L. Bane, who is now teaching history in the summer school, was formerly a teacher in Tennessee College for Women, Murfreesboro, Tenn., also professor of education in South Western University, Georgetown, Texas.

This fall he will continue his work as teacher in the department of education, Wesleyan University, in Ohio.

He was a special student one semester at the University of Nancy, Nancy, France, and was the organizer of the Ninth Regimental Infantry post school, Bendorf, Germany, 1918-'19.

He received his degree from the University of Texas in 1916, and his A. M. degree from George Peabody College for Teachers in 1920.

Mr. Frank L. Ashley, who is teaching history this summer, has for several years been superintendent of schools at Washington, N. C. He is very much interested in physical education in schools. After leaving here he will continue his work as superintendent of schools in Washington.

Mr. A. M. Proctor, who was in charge of the county work this summer, after registration, was called away to attend to other duties. Mr. S. J. Husketh, who has been superintendent of the Bethel schools has taken his place. Mr. Husketh is quite interested in working out the question of consolidation. This fall he will continue his work at Bethel.

Miss Ella Bradley, who is teaching mathematics this summer, has been teaching mathematics for several years in the Gastonia high school. She is a graduate of N. C. C. W., and has studied at the University of Tennessee, University of Virginia, University of North Carolina, and at Columbia University. This fall she will continue her work in Gastonia.

Miss Leone Reaves, who is a member of the faculty of the Training School this summer, was also a member of the faculty last summer. She is a graduate of Harrisonburg State Normal, and has studied at George Peabody College and Columbia University.

Miss Ida Pritchett, who is in charge of the public school music department this summer, has been at the head of the department of music at the Central High School, Nashville, Tenn. She is a graduate of George Peabody College, and has attended the Cosmopolitan School of Music, Chicago. Next year she will have charge of the music in the Training School at South Georgia State Teachers' College, Valdosta, Ga.

Miss Jamie Bryan, who is teaching the first and second grades in the Model School this summer, has been teaching the first grade in the Evans Street School, Greenville, N. C. She is a graduate of N. C. C. W., and has attended a summer school at Teachers' College, Columbia University. This fall she will teach the third grade in Asheville.

Miss Dora E. Coates, who is teaching the third and fourth grades in the Model School, has been teaching the second grade in Reidsville. She is a graduate of N. C. C. W. This fall she will continue her same work in Reidsville.

Miss Josephine Tillery, who is teaching writing this sum-

mer, was superisor of writing in Roanoke Rapids, 1919-'20, and later supervisor of writing at Washington, N. C. She received her certificate from the A. N. Palmer School, New York, in the summer of 1919, and has been very successful in her teaching.

Miss Helen Jones Winborne, who is teaching piano this summer, has been teaching at Chowan College. She is a graduate of Chowan College, and has had special training at Peabody Conservatory, Baltimore.

The regular members of our faculty who are teaching here this summer are: Mr. C. W. Wilson, director of the summer school; Mr. Leon R. Meadows, Mr. Herbert E. Austin, Misses Mamie E. Jenkins, Birdie McKinney, Margaret Collins, Kate W. Lewis and Agnes Whiteside. Miss Fannie McClelland is principal of the Model School.

The College Group

There are twenty-three graduates in this group representing seven different classes—1911, 1916, 1917, 1918, 1919, 1920 and 1921. One of the first graduates is here.

They certainly are a happy looking class. Every one seems delighted that E. C. T. T. S. can offer this advanced work and every one wants to come until she can proudly walk away with a college diploma.

They note a good many improvements since several of them were here. You could hear exclamations of this kind in all directions on the days of their arrival: "O, aren't the grounds pretty now?" "Look how the trees have grown!" "Doesn't it seem good to see so many paved walks instead of the board walks we used to have?" "This library is now where Miss Davis' class room used to be!" One of the 1921 class said: "Why it will not be long before this will be the leading school in the South." We felt especially proud when Mr. Wright told us that E. C. T. T. S. was one of the fifty colleges in the United States that were recognized by the American Teachers' Association as teachers' colleges.

Several of these girls are coming back in the fall and many of them are planning to return next summer.

President Wright Leads Y. W. C. A.

President Wright addressed the summer school students at the first Y. W. C. A. service during the summer term. He spoke of the supreme importance of lining up on the right side during the present world crisis. He said we live in an interesting period of history, a period of transition from war organized on a destructive basis of faith in no one person or thing, to one of suspicion, characterized by hate.

He strongly emphasized the importance of proper adjustment to conditions in the new era brought about by the close of the war, and organization along definite lines. He declared that we have been feasting to a point of indency. There is less of "craziness" in North Carolina than perhaps anywhere else, and yet we are not free from it.

President Wright reiterated the necessity for square dealing and a vivid consciousness of our obligations. As a remedy for the present unrest he recommended planting truth only in the hearts of the coming generation, a closer walk with the Master and a real love for humanity. As an illustration of the example of truth he was setting forth, Jesus was shown a human instrument in the hands of His father.

This talk was a real inspiration to the students and gave them an opportunity to know President Wright. They do not have the opportunity to hear him daily and come under his influence as do the regular students throughout the year.

Speakers for The Y. W. C. A. for the Summer

June 19, Mr. Robert H. Wright; June 26, Dr. James B. Turner; July 3, Dr. B. W. Spilman; July 10, Mr. C. W. Wilson; July 17, Rev. Walter Patten; July 24, Mr. H. E. Austin; July 31, Community Sing.

Mrs. Beckwith Entertains

The summer school faculty was charmingly entertained by Mrs. Beckwith on Thursday, June 23. The party was an out-door affair, which was given on the woodland stage on the west campus.

This presented a very beautiful scene. The stage was brightly lighted and tastefully decorated, the color scheme

of yellow and white being used effectively. Cut flowers and ferns added to the beauty as well as the number of yellow butterflies in evidence everywhere.

"Progressive Seniors," an adaptation of "Hearts" was enjoyed by all. Many stunts caused a great deal of fun, among these being a dramatization of a love story, a motion song, a spelling backward match.

The bowl of punch was popular throughout the evening. Ice cream cones were served later on in the evening. It was altogether a thoroughly delightful occasion.

Every Friday evening the girls, under the direction of Miss Pritchett, find a very pleasant recreation in community singing. Most of the girls are eager and willing to learn the rote songs, so they may go back to their schools and put the song in the heart of the child.

Community singing gives the teacher a chance to learn to sing whether she has a musical education or not.

These meetings seem to be full of educational value as well as pleasure.

Reception to Baptist Girls

A most enjoyable social was given by the Immanuel Baptist Sunday school at the Immanuel Baptist church during the summer.

The girls were given a cordial welcome by members of the Sunday school. The chief entertainment of the evening was games. During the evening several victrola selections were played. Ice cream cones and wafers were served.

President Wright's Talk to Summer Students

President Wright made a strong talk to the students of the summer school Tuesday morning, the first time he had appeared at assembly exercises.

He told the students something of the purpose of the school, and its standards and ideals, explained to them the place in the educational system of the State, and called on them to advertise the school by telling others about it. His talk was inspirational, especially at the close when he stressed the great need for trained teachers and pleaded with the student teachers to heed the call of the little children of North Caro-

Scenes from "Monsieur Beaucaire"

spending too much money on school houses but the amount is out of all proportion to the annual expenditures for teacher training. I do not hold that a teacher and a pupil on a log make a school, but a teacher and a pupil will come nearer making a school without the log than the log and a pupil without a teacher.

It is the one purpose of this school to give to the children of North Carolina efficient teachers and it should be your mission and our mission to impress upon our people the necessity for strengthening this school and enlarging its usefulness until we in a measure supply enough teachers to make teaching a profession in North Carolina and a profession equal in the eyes of the public to law and medicine, for it is indeed of more importance to our State than law and medicine combined. Our people do not see this, because the teachers deal with the child while these touch the mature citizen in his daily life and we see most clearly the necessity for those things that touch us personally, individually, and directly. Certainly we see them before we see those things that touch us only indirectly through our children.

There is a wave of lawlessness sweeping over our country. Men are saying, "This law does not apply to me. It is intended for other men." The only safe way to check this in the next generation is through the schools, and it will not be done there unless we provide a large corps of teachers with true ideals of their civic and moral obligations. The stability of our government and the safety of our homes are now being weighed in the balance. The hand is writing on the wall. Shall it be "Mene, Mene, Tekel, Upharsin," or shall it write "A little child shall lead them"? The Great Teacher said "Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me." There must be a turning back to right ideals and, as I see it, it cannot come to pass for this generation of children, if we, you and I, do not provide the teachers necessary at least to set the pace for the schools of North Carolina. I admit gentlemen, that I magnify the work. I think it is the most important public service a man can render today. Help to save this generation of children and remember they are growing into manhood and womanhood while we debate the subject. As I see it, you can serve your State best by pushing to your utmost the purpose for which this school is founded and the cause to which each officer and each member of the faculty has dedicated his life.

The Training School Quarterly

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FACULTY EDITOR----------MAMIE E. JENKINS

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MARION HODGES, *Assistant Editor*

VOL. VIII JUNE, JULY, AUGUST No. 4

EDITORIALS

The College Group on the Editorial Staff

The college group has been given charge of this number of the "Quarterly." Instead of a few student editors doing all the work, the whole group was divided into committees. Getting it to press in less than two weeks was our problem, and the seemingly impossible task for one or two became only a matter of a small amount of time and little work for each when thus divided.

These committees were selected by the faculty editor and divided so as to give the most efficient service. These committees are as follows:

General Editors: Pattie Dowell and Gertrude Chamberlain. Committees on Staff: Alumnae, Eva Pridgen and Willie Jackson. News and Personnel of Summer School: Bonnie Howard, Virginia Pigford, Fannie Lee Patrick, Alice Outland, and Lily Hewitt. Faculty News and Notes: Mary Sumner and Mary Hart. Reviews: Ruth Brown, Henrietta Zahnizer, Mary Whitehurst, Millie Harrell. Suggestions:

Nannie Mac. Brown, Orene Hollowell, Bloomer Vaughan, and Elizabeth Evans. Pictures: Emily Langley, Elizabeth Baker, and Minnie Hollowell.

Two members of the class graduating in August are also on the staff. Sara Smith has charge of the Y. W. C. A. News and Ruth Poindexter is Business Manager.

This School Still Normal School

This school continues to be a normal school with the same two year course as usual. There is no deviation from this course. At the same time, however, a teachers' college course requiring four years for completion is offered also. A student can either enter the freshman class, taking the four classes consecutively, and complete the four years course without dropping out, or she can first take the normal school course, go out and teach, and return and take two years more of work, then getting her degree. Every graduate of the school in the past can return and get two full years of credit towards a degree and take advanced work until she takes two years, when she will get her degree.

A teacher can continue to teach and get credits for the summer terms just as she does during the other terms. That means the summer term is a regular term of the school year.

The New Course Launched

The college course is launched thoroughly by the class of the summer of 1921. When the course of study was being prepared last winter, the opinion was expressed that a few might take advantage of the course next year, and by degrees, the group would grow, but that it would be largely made up of classes that were in the school after the course was started. Applications began to come in for the summer term, and not only from those in school, but from the Alumnae all the way back. Seven of the eleven classes in the school are represented, and among these one from the first class and two from the eleventh. Our dreams are coming true faster than we dared hope.

A Follow-Up Teacher

One of the most advanced features of normal school in the teacher training phase of education is the helping teacher. This school henceforth will send out with each class the teacher of primary methods the class has here so that she can be in the field with them the first year they are out of school. It is in reality extension work, or the work of the critic teacher going with the student-teachers when they become actual teachers, helping them get adjusted when they leave their practice teaching, where they are teaching under ideal conditions and go out into the stern realities of the school rooms for which they alone are responsible. It is a new and almost a unique thing in school work. So far as we know, it is not worked anywhere else just as it will be worked here. It is an idea that has been growing in the president's mind and has been improved upon and finally approved by the Board. It goes into effect next fall.

Mr. Underwood Missed by the School

In losing S. B. Underwood from the faculty, the school faces an intestimable loss, but he is not lost to the State and to the cause of education in the State. He has been the tie that binds this school to the rural school, the direct medium through which the school has been able to keep its fine balance between theory and practice. His keen insight into the heart of affairs, his ability to size up a situation, his knack of visualizing swiftly, his power of seeing a thing through to the finish before it is started actually,—all these qualities, and many more will be missed in the council chambers of this school. He once said that he had the advantage of the man up a tree, in faculty meetings. He would come straight from the schoolrooms of Pitt county or from the superintendent's office instead of from the class-room, and he could get an outsider's point of view, and yet he was enough on the inside to get the point of view of the teacher in the school, and could bring the two together.

Not only is Raleigh fortunate in securing him, but the State is also fortunate in having him in a strategic point in its system of schools. We refrain from prophesying, but we can say, "Watch the Raleigh schools under the leadership of S. B. Underwood."

President Wright in National Educational Affairs

President Robert H. Wright was on the program of the National Educational Association meeting in Des Moines the first week in July. His address is published in full among the articles in this number. This was as he wrote it before leaving home. Of course, there were changes adapting it to the occasion.

President Wright has always kept ahead of him the vision of a school of national fame, and has never let small things, details nearer home, discouragements, or anything whatsoever dim that vision. The result is summed up in what Superintendent Underwood said on the occasion of the celebration of President Wright's birthday, "The people of the Nation as well as of the State who are conversant with what is going on in education, appreciate his work—whenever a difficult and tremendous piece of work is to be done, Robert H. Wright is mixed up with it. He has contributed more to normal school development than any other man working in his field in America."

One evidence of the esteem in which he is held is seen in the fact that the American Association of Teachers' Colleges with unanimous consent placed this school on their list when the teachers' college course of study was adopted, not waiting two years to see how the course worked, but taking it on the faith they had in the president of the school.

Articles by Faculty Members

In the educational survey of the State one of the things kept in mind was the difference in the output of the small, short term school and the larger school, and one of the best arguments for consolidation is that greater advantages can be gained because of the longer term and the larger school. The observation in this number is a direct study of the pupils from the small, short term school in comparison with those who have had the advantages of the larger, longer term school. It is an interesting study, and although it covers only a small number and a short period of observation, it is nevertheless convincing.

During the summer term new members of the faculty come in from other schools and other sections bringing new ideals

and different points of view. It is the policy of the "Quarterly" to get contributions from these and pass them on to the public. Notice these articles.

Welfare Work in Pitt County

The work of the superintendent of welfare in Pitt county alone is sufficient proof of the need for the continuation of the Department of Welfare if the State needed any proof, but it has clearly demonstrated the fact that it is convinced of the need. It is easy enough to get high sounding theories about his work, but difficult to get concrete cases written up by one who knows each one thoroughly and who sees them in their relation to theory. They are not cases but human beings. Mr. Futrell is working with them, yet he can analyze them and treat them as a physician treats his physical cases.

Those Who Fail to Keep Promises

One hundred people who engaged rooms in this school for the summer term failed to meet their obligation. They either went to some other summer school or stayed at home. This means that the places asked for by others who were refused and who either had to hunt elsewhere or remain at home, were kept for those students who did not come. This is the chief harm done: Those who failed to come kept away those who wished to come and could not.

Fortunately, about fifty beyond the capacity of the school were accepted, and told to come on and they would be given places if they were left open. A number of these were placed in town and on the waiting list for the dormitories. Others risked coming, thinking that there might be a vacancy, and were put into the unclaimed rooms. As a result the dormitories are well filled. But the fact remains that a number that should be here were denied admission.

The authorities have so far felt that it was better not to charge a reservation fee, that it was better to count on that innate honesty that should be in every one, especially in every teacher, and throw the responsibility without pressure on each individual. There is always a margin allowed for some who fail in this, but the margin is too broad now.

During the regular school year a long waiting list is kept

and as rooms in the dormitory become available these from the waiting list are notified and come at once, but this cannot be done for the summer term because of the shortness of the time and the attendance requirements.

"Because It's Home and It's Fertiler"

My reasons for coming back to the Training School, as a student, after an absence of ten years, may best be explained in the language of one of my school boys. After completing a course of study on the Southern States, this question was asked him, "In which of the Southern States had you rather live, and why?" to which he replied, "I'd rather live in North Carolina, because it's home and it's fertiler." That sentence alone is sufficient to explain my purpose here, as a pupil and a member of the college class. The school is familiar to me, I'm "at home," here, and I appreciate it for what it has meant to me as a citizen of North Carolina, and the State at large. I can get more adaptable school-room material and more real inspiriation here than I've ever gotten anywhere else. We get concrete data, at a nominal expense, a much smaller amount than we could live on at home; we have an average amount of equipment, extravagancies in every form are discouraged, there is no fatal line of demarcation between faculty and student, the relation being ever one of inspiration and devotion to right. The same spirit of helpfulness, sympathy and interest in the welfare of every individual for the attainment of lofty ideals that existed in the past, I find upon my return in intensified degrees.

I'm not speaking disparagingly of other schools, they have their mission. I only want to give my viewpoint as seen through the eyes of a Training School girl. Since leaving the Training School I have dipped here and there in other schools. At a certain celebrated college in America, I lost my identity in the mass of cosmopolitan humanity assembled there, and felt no personal contact with any one person or thing. The classes were too large for individual recitation work, in fact, the teachers did not know when they called the roll, whether the students named therein would be tan, black, or white in color.

At another college I emerged with an array of pleasing, high sounding theory that I enjoyed while in process of development, but which was of little value when I tried to apply it in my school-room. If a student of this school has ever become indifferent to the great vision and meaning of life as depicted here, that student, and that student alone, is responsible. If she has been disappointed in what she found at other institutions, and feels she needs more help as a teacher, my advice is to come home as I did. And finally, and forevermore I say, "I'm here beause it's home, and it's fertiler."

PATTIE DONELL.

SUGGESTIONS

Making the School Lunch Attractive

Every one knows how children at school "grab" their lunches in their hands and run out to play, eating on the way. Knowing that the children were eating hurriedly just to get a chance to play, we knew we must change their plan of eating and playing—of course, it wasn't good for them to play immediately after eating.

We worked out a plan which not only helped with their lunches, but also helped on the playground. Instead of the usual 15 minutes recess and one hour lunch period, we gave 45 minutes in the morning for play. The children were divided into groups and each teacher supervised a group. This gave the children plenty of play and kept them from wanting to play at the noon hour. At 5 minutes of 12 o'clock each teacher sent one child to the pump for a bucket of water which he carried to the edge of the yard. The others then marched out and while the child poured water over their hands, they washed them by turns until all had finished. Here they learned a lesson in sanitation, that they must not eat before washing their hands. The children then marched back into the room. We sat at our desks to eat. While eating we played quiet games, such as "cat," "buzz," and "teakettle." At the end of 20 minutes they were dismissed to get water and get ready for work. This plan helped with the pre-

Scenes from "Monsieur Beaucaire"

paration of lunches. The children took more pride in packing them. They learned to eat slowly and also learned the value of food.

Darlington School, Halifax County. MRS. K. G. JOHNSTON.

The Big Boy and Girl in Lower Grades

Why do we find the big boy and girl in lower grades than they should be according to their age? It may be due to a lack of opportunity in the past, to irregular attendance and thus becoming discouraged, to lack of a sympathetic understanding on the part of the teacher, and sometimes due to lack of native ability. But I wonder sometimes if we do not mistake some other cause for the last mentioned and fail to give the sympathy or word of encouragement that might help them to find themselves. Sometimes we find them in lower grades because of some physical defect such as deafness that may be corrected by a physician. But whatever the cause, let us as teachers, try to discover it and offer a remedy when possible, or help these unfortunates to push forward.

I had an experience that has made me careful in my judgment of such cases. I found a boy fifteen years old and his sister thirteen in the second grade. This fact caused me to begin to wonder if their being in this grade was due to dullness. Both seemed to have intelligent faces so I noticed them closely on recitation and showed a special interest in them. I saw that their work was very good. As I investigated the situation I found their being in this grade was due to the misfortune of a lack of a chance. They had not attended school regularly. I decided to see if they were not capable of doing more than children of eight years with whom they were classed. So I began encouraging them in every way possible and gave them an opportunity to prepare a lesson with the third grade. They were very much interested in doing this, and showed much improvement. So they continued their second grade work and also took classes with the third grade until they were doing this work in the third grade as well as regular third pupils. About two months before school closed they left the second grade and devoted their entire time to the third grade work and at the end of the term they were ready for the fourth grade.

At first I showed faith in them and made them believe they could soon reach the third grade. By taking on a little extra

work at first and gradually adding to it they never became discouraged. Since they will be with larger children next year I feel that it will be the means of keeping them in school longer, for too often we find them dropping out because they are ashamed to be in lower grades with tiny children. The big boy and girl in grades with little children are sensitive. easily embarrassed, and discouraged, so we should do what we can to make them lose themselves in their work and thus forget their self-consciousness. And we should be sure, fellow teachers, that we are not assuming they are mentally deficient when it is only due to some other misfortune for which they are not responsible and which may be overcome by faith and a sympathetic understanding on the part of the teacher.

It was my custom to occasionally rest my pupils by reading to them a short story, and one afternoon when the room was very dark from an approaching storm, I read to them, quite by chance, Lamb's Dissertation on a Roast Pig. In the discussion which followed many other theories were advanced and I asked them to write a story about fire. The following story, written by Doris Kelly, a seventh grade pupil of the Jonesboro Graded School, Jonesboro, N. C., is one of these stories:

How We Came to Have Fire

"Gurka, the stone thrower, was mad, his rage was terrible. For had not Ozook, the killer, taken his cave? Ozook was a mighty man. He stole and killed. Gurka had worked fifty and five suns to dig a cave to suit himself. After he had got it dug Gurka was proud. Now it was taken by another man. He was the only one in the mass of cave dwellers who was not afraid of Ozook. Ozook was afraid to get near Gurka. He was afraid of Gurka's terrible stones. Had he not seen the white bear killed with one of Gurka's stones? After Ozook had closed up Gurka's cave he had gone to get something to satisfy his hunger.

Gurka finding the cave empty went in with caution. He looked and saw that Ozook had partly ruined his cave.

His pile of rocks was near. He snatched two in his hands and clashed them together in his rage. He could imagine himself hitting Ozook with his fatal stones. The more he thought, the more his rage grew. As he kept clashing the

stones together he noticed something fly off like the shooting stars which he had watched many a night over the ice. This mysterious thing caught the seal fur and straw he had to sleep upon.

He cried out in fear and rushed from the cave. He called his neighbor and observing it had not hurt them, went into the cave.

The fire had almost burned itself out and noticing that if more straw was piled upon it, it grew, they kept the flames alive. Then they warmed themselves from the terrible cold and fell to sleep.

The next morning Gurka going out saw with amazement a white mountain not very far off. Calling the people he got his precious fire and started off across the ice.

Meanwhile Ozook, returning, found the cave strangely warm and comfortable, and went to sleep. The avalanche moving onward covered Ozook and the cave forever buried him.

Gurka and his followers, pushing on protecting their precious bit of fire, at last reached a haven of refuge, established a village and built a temple to the God of Fire.

This happened centuries ago. Because of Gurka's rage and reverence to the Gods, we have fire."

GERTRUDE CHAMBERLAIN.

Ladies Buy Stage Curtain by Selling Eggs

In the community I taught last year, the women bought a stage curtain by selling eggs. These people had just completed their new school building the year before, and they wanted to get a new stage curtain.

In order to do this the women of the community planned to save their eggs and buy the curtain, instead of taking the money from the school treasury. At the end of each week these eggs were turned in to a committee and sold. They began this work in the spring of 1920 and by the end of the year they had saved up and sold enough eggs to buy a stage curtain which cost them $85.00.

MILLIE HARRELL.

Thanksgiving Booklets

To correlate drawing and language work we made the Thanksgiving Booklets. These told the story of the Pilgrims

while in England, in Holland, and in America. Pictures were collected from old magazines and papers, among them the Queen of England, a church, and homes of England; Dutch children, homes, windmills, and cows; the Mayflower, the landing of the Pilgrims and their homes in America. Each child tried to make his story the longest and best.

After the booklets were finished each child told his story as he went through his booklet.

BLOOMER VAUGHN.

Automobile Race

In a copy of the "Normal Instructor and Primary Plans" I saw the "Automobile Race" as an aid to get children to work for better grades. The following day I made this statement: "Children, each one cut out the picture of the automobile you would like to own." They began asking questions, but not one hint as to the purpose did I give. All during the day I could hear the children asking, "What is she going to do with these automobiles?"

Every child was on time the next morning with his automobile. One child had a Ford with two engines. The others had nice big cars. They seemed very impatient for the morning exercises to be over so they could learn the secret. A long piece of paper ruled off for twenty days was tacked up on the wall. Each child pasted his automobile opposite his name. Then I explained that we were all beginning a race across the country and that each grade would count that number of miles. Such eager children never were seen before as the children went to their lessons! The grades were put up daily. At the end of the month the grades were added as work in rapid addition and a prize presented to the winner. This plan was used the entire time and the parents said that their children did the best work during the automobile race they ever had done.

B. V.

How We Managed an Oyster Supper

To bring the people of the community together to make money for the school and to throw the responsibility on the people were our aims. Knowing from past experience that the people liked oysters we realized these aims in an oyster supper.

Two weeks before Thanksgiving a committee of five consisting of one teacher, three ladies of the community and one man who was chairman of the Board of Education of the county handed to the Principal definite plans for an oyster supper.

Everybody seemed to be looking forward to the occasion, and time passed only too slowly. Finally the night came. The school-house was decorated in the season's drawings and autumn leaves. One room arranged as a dining room with three tables. The tables were decorated with leaves and pine cones. The other room was used to serve in and for a contest. The contest was known as the "Turkey Contest." Questions were asked about the turkey as: What part of the turkey appears next day?—Bill. What thread do we get named after the turkey?—Turkey Red. Copies were given to all who cared to participate. The contestants wrote the answers and turned them in to a committee. After carefully going over these a girl was declared to be the winner and was presented with a prize. In the cloak-room were two children dressed as gypsies telling fortunes for a dime, while in one corner of the room was a fish pond. Here two small children delighted in putting the fish on as the hook and line came down into the water.

The oysters were cooked in a home across the road, and brought over to the school-house where they were kept hot on an oil stove. Three school girls with the help of one teacher served. The other teacher looked after the money and saw that all had a nice time while three ladies washed dishes.

Everybody had a good time and we cleared $40.00.

B. V.

Why I Left Office Work to Become a Teacher

Office work was very fascinating as long as it was new and there was something to learn, but soon it all became familiar and began to grow tiresome. I felt myself becoming a mere machine. It was always some one else who did the thinking. Of course, occasionally I had the opportunity of offering suggestions, but then I did not feel the responsibility. I was only secondary in the conducting of affairs. My typewriter, which was only a machine, ranked with me in importance, whereas as a school teacher I would have to assume the responsibility, not only in the class-room, but would be called on to take part in all community activities.

Office hours were long and tiresome. I worked from eight in the morning until five in the afternoon, six days in the week. While the teachers' actual school hours are not so long, I realized that a great part of her off-time must be spent in the preparation of lessons and other school work. Even here there was variety, and variety is the spice of life. Each day's work would be different from the one preceding. There are also the summer vacations to look forward to. You might say "summer school?"—but what of that? A teacher is never at a standstill, she must go forward, and if she has the right spirit, she enjoys being thrown with others of her profession, and exchanging views and experiences with them, as well as studying.

There was nothing in office life to keep up my interest in public affairs. I could feel my interest in life becoming narrow. There was nothing to draw me out and after the long hours at the office I was too tired to go out evenings.

Suddenly, I came to the realization that I was not serving humanity in the best way. What could I do to alter these conditions? I knew it, and had been faintly conscious of it all the while, but had just drifted on in the same old way. I wanted to teach, to help in the moulding of the minds and characters of the children of our ountry. That would be doing something worth while. I realized that I was getting out of touch with humanity. I wanted to work with people instead of things, to be thrown with the growing minds of children. I wanted to make a study of children and their peculiar needs, to help them find their vocation in life. I realized fully that I was not prepared for the great task and that I never would be, but my whole being was throbbing with eagerness to be up and about my work.

Aside from my interest and eagerness to help the children, I realized that it would help me also. In being thrown with the children I would have the opportunity of becoming broader, of seeing life from many different angles. I would be developing physically, mentally and spiritually.

Goldsboro, N. C. BERNICE SIMMONS.

Developing Initiative through Opening Exercises

It had been the custom for the teachers in our school, a three teacher school, to conduct the opening exercises each

morning in their respective rooms and it seemed that it had grown monotonous.

In order to arouse the interest of the pupils in the opening exercises, we decided upon a plan that the school should assemble three times each week for opening exercises. On Monday the primary grades opened school, on Wednesday the intermediate grades, and on Friday the grammar grades. Each morning one pupil volunteered or was appointed to conduct devotional exercises and others were appointed for story-telling, special music, pantomimces, etc. The teacher was in the background but, of course, she saw that the exercises were well planned. Something special was planned for each morning. This worked no hardship for the teachers, as each teacher had only one program to plan for each week. On the birthdays of our great men, such as Washington, Lincoln, Longfellow, etc., our programs centered around their lives and work. Near Thanksgiving, Christmas and other holidays appropriate programs were planned. When there was no special occasion for which to plan our program, we had story-telling, dramatization of stories, pantomimes, talks on etiquette or the study of some good picture and the life of the artist. Other things could be added and the programs varied. Not more than fifteen or twenty minutes were devoted to opening exercises.

The plan worked very successfully in our school. The number of tardies was made much less and it seemed to create a spirit of enthusiasm among the pupils.

Beech Fork School, Chowan County. ELIZABETH HOBBS.

What Movies Mean in Woodland School

The movies have meant more to our school and community than anything that has ever come to us, although they met with great opposition when they came. The older people, especially, thought that great danger lay ahead by enticing the boys and girls to go over to the "city" on joy rides, to the picture show. Experience has taught us that with it lies our greatest power in keeping the boys and girls at home, by satisfying their desire to see pictures, and also there is wonderful power in arousing interest in school life, and community life as well.

In school work they are a great help. The teachers find out

what picture is coming and have their pupils thoroughly aroused and interested so that they may enjoy and appreciate the story when it arrives. It is a great incentive to the children for real study.

In the lower grades we tell the story, reproduce it orally, write it by using short, simple sentences, and a great many times we enter heartily into a little dramatization. For instance, we learned that "Hansel and Gretel" was coming. We turned at once to the story in our First Reader and to the fairy books. The children went about it with the most intense interest. They studied it in every conceivable way. When the picture came it was a joy to watch them as they sat with mouths wide open waiting to see Gretel push the old witch into the oven, thereby overcoming the evil power. They enjoyed "Robinson Crusoe" with just as much interest and intelligence. It is wonderful to see how children in the lower grades take in the beautiful lessons that pictures bring to them. They enjoy, even, such as "Enoch Arden," "Mill on the Floss," etc. Of course, the teachers have to tell such stories very simply to little children.

In the upper grades the same plan works beautifully. The story is worked out more in detail, of course. The children are already familiar with some of the classics, and they like to play, to dramatize, too, so we let them get up little dramatizations. They enjoy thoroughly making "Tennyson Booklets," "Longfellow Booklets," and booklets of the various poets and artists, using bits of choice literature that they have made their own. After work of this kind has been done and the picture comes as a climax the impressions are indelible—the beautiful thoughts return to their minds again and again to make them glad.

People of the community as well are interested and enjoy the pictures. Those that have read the story re-read it, while those that have not read it ask for the book so that they may enjoy it all over again. The State Department did not forget that farmers like to see fine breeds of poultry, cattle and stock, so they send a few pictures of the very best breeds. Along with these usually come commercial pictures, showing some of our most important industries, factories, etc.

We often find children and adults, as well, who have never seen the ocean, mountains and wonderful things of nature.

They follow pictures of scenery with the deepest interest, as such beautiful scenery is thrown on the screen. One picture of this type, I remember especially, was taken from Alaska and it gave such a vivid picture of the great snow and ice fields of the north, with the bears, Eskimos, seals, etc., that the people felt as if they had had a trip to Alaska.

Woodland School. ANNABEL PARKER.

Community Civics

If you have had an opportunity to travel on some of our school truck routes you doubtless know they are almost impassable at times. This winter one of our trucks knew no other fate than sticking in one particular spot every day. Our boys volunteered to make a road through which the truck might go safely. All brought axes from home and did the work in the dinner hour. They not only made traveling easier for themselves but for others as well. The spirit of social civics manifested here was to be commended.

We made an attempt to beautify our school grounds this spring. The older boys prepared the beds with the understanding that the girls were to plant the seeds. All the children contributed something for the beds. Some gave money to buy the seeds, while others brought plants and bulbs from home. Our beds were very attractive and we felt that we were fully repaid for our work.

Nobles Mill School, Edgecombe County. NANNIE MACK BROWN.

How Basketball Helped to Improve Our School Grounds

The building of the one-teacher school in which I taught was modern and well furnished, but there was no playground. The building was near the road, and the front yard was only about 20 by 40 feet. I decided to introduce basketball. Although there was no cleared space for the court, there was a rough, stumpy place nearby that we could use. We gave a Valentine party, and easily cleared enough money to buy the ball and goals. The children brought from home, or borrowed, rakes, and other farm tools. We cut bushes, dug stumps, raked leaves and soon had the court cleared. This was not all, for we not only cleared the court, but enlarged the yard all around, and as a result we had both a front and

back playground, besides our basketball court. It would have been almost impossible to have improved the yard as we did, if it had not been for the stimulus furnished by the basketball.

Any school, even a one-teacher school, can have basketball if the teacher and children want it.

Maysville, N. C. IDA HOLLAND.

Using Material at Hand

Often teachers in rural schools complain about the lack of material to do things with when there are a number of things all around if their eyes were just open to them.

One winter while teaching in a rural district, we turned our sand table into a farm home. I had the children bring in a number of nice long corn stalks. The children split these up into long and short strips. First, we laid a rail fence for the barn yard fence. We built a pig pen with long strips. For a trough we took a short strip of stalk, cut it half in two and hollowed it out. We made the pigs of a round piece of stalk with smaller pieces stuck into it for the head, legs, and tail. The horses were made this way too. The barn was made of a pasteboard box. The horses and cows had stables. The well in the yard was made of a piece of stalk hollowed out and buried in the sand. The bucket was of a corn stalk fastened on a long pole. For a pond we used a lid buried in the sand. On this floated two small celluloid ducks purchased from Woolworth's, two for five cents.

For the farm house one boy took a box and made it into a house. We papered this with the paper on which the children had made neat borders. The funiture was made of corn stalks. In the front yard we had flower beds made of short pieces of corn stalk. The children took great pleasure in keeping the yard nice. I tried to explain to them that they must not have the house too crowded with furniture.

These are some things my children got from this sand table: that they should take pleasure and pride in their home; that it should be kept neat and orderly; that it should not be crowded with unnecessary furniture; and that the yard should be pretty with flowers.

In the barn yard, they learned that the animals should have clean places in which to stay. Very often we changed the straw in the pig pen and in the stables. By doing this they learned that they had better meat when the pigs were killed when they had a good place in which to stay. The other animals also would give better service when they were properly cared for. They knew that if the water in the pond got sand in it, they should change it because impure water breeds mosquitos. Making the sand table furnished some excellent material for language work. MARY DUNN.

Making Grammar Interesting

This is a device to teach the parts of speech and their use in the sentence, which I have used successfully in sixth grade work.

They get first that the group of words must make complete sense, or it is not a sentence, as "on the tree" does not tell anything definite, but "The bird is on the tree" gives an idea or makes sense, or gives a complete thought. They soon learn that every sentence must have a subject and a predicate; if it does not have both, it is not a sentence.

I mark out this plan to impress the idea, the sentence must have a home or house to live in, so we mark off a line placing the subject in the first part with upright line showing the partition of the rooms, and the predicate in the middle room. The subject, or naming part, comes first because names are very important; the predicate or acting part lives in the next room, because it tells what the subject does; the complement completes the meaning, so it lives in the last room. With this idea the that the sentence is important enough to have a home, we begin on the parts of speech. The children like the idea that there are eight of these parts of speech and we are to learn how to make a room or porch for all of them. I tell them that after we have learned it all, I am going to tell a story about some children who lived in Frane and had no home.

The name or noun comes first and lives in the subject room, some times it lives in the complement room, too. The pronoun sometimes takes the place of the noun. The verb comes next, and lives in the predicate room, because he is the acting, or the word that tell us what the noun did or is going to do. Put the diagram on the board with these sentences:

"James ran." "James hit the ball." Show how the boy is the name, the word ran shows what he did; just two rooms. The next takes three rooms and a porch. "James" (the noun) names some one; "hit," the verb, performs the action; "ball" tells what was hit, or receives the action, and lives in the complement room. Drill until they get the foundation well fixed in their minds, perhaps a week or two will give everybody a clear idea of it. I pass from the rooms to the people who occupy the rooms.

The noun is the mother for she names everybody, like "trees," "birds," "tables," "John," and "James," etc. The pronoun is the oldest daughter, because she takes the place of the mother when she is away from home. They are the only two who ever live in the subject's room or mother's room.

The adjective is the hired girl who helps the mother and daughter; she tells the visitors who they are or describes them to everybody. Most of the time she lives on the porch, but sometimes she stays in the complement room.

The verb is the father because he works or does the acting and shows the condition of things, he only, can stay in the predicate room or middle room. The adverb is the boy who helps the father, tells how, when and where the father acts or works. Sometimes he helps himself out and sometimes he helps the hired girl, the adjective.

Now, we put up a larger house so we can take care of all the folks.

I then ask if they can find or make a sentence with all of these folks in it.

"The young horse ran swiftly," leaves out the daughter but we don't need her when mother is at home. Now the adjectives go on the porch to mother's room and the adverb on the porch to father's room. I drill at each step, and make a diagram.

The most interesting person is the preposition, she is the old maid aunt who comes to the house occasionally and shows the relationship of some noun or pronoun that isn't in the mother's room to the other part of the sentence, as "John went into the house." She likes to trace up kinfolks and is very important.

Then the conjunction is just a connecting word, sometimes

he connects nouns to other nouns or pronouns, verbs to other verbs. He is like the coupling between railroad cars. We couldn't couple a freight car to a hand car, but we could couple two freight cars, or two passenger cars, as "John and James can run or jump."

The very last one is the old bachelor uncle, he sits off by himself and doesn't help anybody out except when something bad or very sudden happens. He scares away the hawks, or howls out when any one gets hurt. His name is interjection, as "Hurrah!", "Look!", "Oh!", "Ah!", etc. Usually he is followed by an exclamation point. This takes us over several weeks of school work.

As a review I tell the story which I promised them; they have by this time a keen desire to hear it.

I then ask them who can draw the house and put all eight parts of speech in different rooms each in the proper place, using their sentence.

"Oh! the little boys and girls ran hurriedly into his house."

We have the eight parts of speech in one sentence, and have used each only once, except the noun, which is used three times.

MRS. FANNIE KERR HENRY.

A community Civic League which I organized for the purpose of bringing the community into closer touch with each other was very successful.

At the first call ninety-five per cent of the people in the district took part; a special program was rendered by the school children.

Once each month the children would entertain after which refreshments were served.

The League decided to meet twice each month, the farm or home demonstration agent being present.

The young people of the League formed a Dramatic Club and gave many good plays. From one play the amount of $167.00 was raised.

The proceeds of the League were to be used for school improvements, the purchase of a piano, several large pictures, a kitchen outfit and a library.

The work is very successful and the community at large is delighted with the good work being done.

SALLIE MILLER.

What Is the Worst Thing in Your School?

The worst thing in my school is the old stove pipe in one of the class rooms in "Cabin public school," and next to the pipe is the stove and the place where it stands.

It has set the house on fire one time, but by learning of it in time, we succeeded in putting it out. It is always falling down; every time a rain comes it rains down on the stove, on the floor and on some of the desks. All the children seated near the stove, when the rain comes, have to be moved, so that their dresses are not soiled by the soot. Several days that were cold we couldn't have any fire, and the children had to go to some of the other class rooms to warm. But at last the committee has been convinced that it is dangerous, and we are living in hopes that it will be better next fall.

LULA MERCER.

REVIEWS

"The Use of The Dictionary," is the title of a free booklet, by Dr. Edward W. Stite, district superintendent of schools, New York City, sent out by G. and C. Merriam Co., Springfield, Mass., which gives a number of suggestions for word-study that are valuable not only for the teacher but for use in the home. It contains a graded course for sixth, seventh, and eighth grades, which gives a clear idea of definite word study with a purpose. Then follow some excellent suggestions for teachers; these are: "How to Reduce The Teacher's Burdens"; "Special Suggestions to Teachers"; "Suggested Busy Work Questions"; "The Dictionary as An Authority"; "Mechanical Helps"; "The Dictionary as a Book of Reference." After these are "Suggestions to Parents." The topics "Educational Value of Play" and "Home and Social Gatherings," are good. One of the most helpful features of the booklet is devoted to games with the dictionary. Such games are given as: "Word Hunt," and "Grammar Games," "Alphabet Game," "Pronunciation Game," "Geographical Game," "History Game," "Synonyms Game."

With this booklet comes a chart of English Sounds, as represented in Webster's New International Dictionary, and a story of the "Americanization of Carver," which has the key to pronunciation in a phonetic form parallel with it.

Metrice Woodlief, '21.

In the May 15th number of "School Life," there is a very interesting account of "Teacher's Institutes," by P. E. McClenahan, superintendent of public instruction for Iowa. We will note here some of the most significant facts.

First, Mr. McClenahan gives the history of teacher's institute from the first one, which was held in America in 1839 and was conducted by Henry Barnard at Hartford, Conn., for a period of six weeks. Eight years later the Legislature of Connecticut placed its stamp of approval upon this enterprise by making a State appropriation towards its support. The institute idea, once demonstrated, soon spread into other States, the institutes running from two to six weeks.

These pioneer institutes were wholly private enterprises,

organized, conducted, and financed by educators who recognized the possibilities of the teaching profession, its dignity and responsibility, and the necessity for trained teachers.

Today institutes for teachers or some equivalent for them are held in practically every State in the Union and are State enterprises.

The writer of the article mentions many types of institutes or summer schools in other States but fails to mention North Carolina in the list of States, but what this State is doing would furnish interesting material for a paragraph in this article.

All teachers in some States are required to attend these institutes. The programs vary with the counties. The stress is laid sometimes on subject matter, sometimes on methods in teaching, or it may be almost wholly of an inspirational character. The teacher coming into personal touch with those whose own teaching experience has been most vital, return to her own school-room feeling that the institute has been a mount of privilege.

Just what advantages have come to our schools as the result, directly and indirectly, of the teacher's institute we are unable to say, but we do know that the institute affords a bureau of information. Here the latest and most approved methods of teaching are presented in most practical form. The teacher willing to succeed may carry away from the institute that very material which she can turn to profitable account in her school-room.

The original purpose no longer holds, for as time goes on the institute changes to meet the needs of the schoolteacher.

"Summer Quarter" has developed from the institutes. This summer quarter has proved very popular. It is now possible for a man or woman actually to teach during nine months of the year, and by attending summer sessions, to complete in time his college work and even to do graduate work.

Ultimately the teacher's institute may disappear from our school system. But, until professional standards shall have been raised, until universal training and higher educational qualifications shall have been more completely realized, the teacher's institute must hold a significant place in the life of the real teacher as it does today. AILEEN JONES, '21.

Mr. Luther Burbank, a Californian by choice, not only benefited the world by making a greater and finer production of food easier, but he also contributed to its beautification by charming nature to a fuller floral expression.

Is it unreasonable then to expect California to stimulate the library plant to a finer growth?

The library is spoken of as the people's university by the wiser philosophers and is without doubt capable of far greater results than have been dreamed for it. Several things are required to secure success. The right person properly trained, experience, sufficient capital, and a workable plan.

But has the California idea been able to do with the library what Mr. Burbank did with the daisy and potato? I think it has; and here is the system. We find a state library with all its powers and duties backed by a large collection of books.

Mr. James Gills, a business man with library experience, became state librarian. Being a genius, by his skill as an organizer he prevented overlapping and developed team work. Ten years have seen 41 county libraries established, books 1,519,331, branches 3,584, school districts served 1,982. These figures are nearly a year old. No one is asked to pay a cent for this service. It is all taken care of by public tax.

In conclusion we might say that we have merely organized a fact that ought to be self-evident. Adequate financial support is essential to the library as is demonstrated by California.

Much more might be said about the details of the system but it would merely be cumulative evidence. California has taken a well known plant and developed a new species productive of a more glorious fruit. Mr. Burbank is not the only Californian who has seen his vision take material form.

"In School Life" for May 15, 1921, is an article by James F. Abel on "Teacher Placement by Public Agencies."

Thirty-one States and many higher institutions assist teachers while governmental bureaus formerly did so.

In 16 of the States, bureaus of teacher placement have been organized in connection with the State offices of education. In 15 other States the work is handled at the office of the State superintendent, while in 17 States nothing is attempted along this line.

The Massachusetts State Teachers Registration Bureau which became operative in 1912, is working as a State clearance in its organization.

This work in State offices is hindered greatly by the lack of funds. In seven States registration fees are authorized, but with the exception of Minnesota, the fees are too low to be of material aid.

Placement work is handled differently in different institutions; in some schools it is provided for in the regular budget. In most of these the plan of operation is uniform.

Certain schools are following unusual lines and many did special work during the war. One of the normal schools discourages any tendency on the part of its graduates to accept work where a number of them would be in one city together. The seniors were asked to make no teaching contracts until after Easter so that they would not interfere with the experienced teachers.

Graduates of other schools were registered in many bureaus during the war. This was primarily to meet the emergency and was sometimes accompanied by a refusal to make nominations for positions in other States. Some institutions still desire to arrange some plan of exchange of registrant's credentials with other institutions of the State or those of other states.

Institutional placement bureaus charge no commission as they do not have to fill a large number of places. Their success lies not in placing many teachers, but in placing the trained minds so that the largest amount of effective service will be rendered by satisfied workers. They fill positions with the persons best fitted for them.

After having made a placement many institutions do definite follow-up work. Many institutions recognize the great value of such work but the means are not available. One institution undertakes to keep in touch with their graduates during the first three years. A Western agricultural college sends out a worker to help all of its graduates during the first year of teaching. Another Middle West institution locates its graduates and then secures yearly reports on the kind of work being done. Whenever an adverse report is secured a friendly visit is made to ascertain the cause and the remedy.

In September, 1918, the shortage of teachers was called to

the attention of President Wilson and he allotted $25,000 to assist school officers in obtaining teachers.

In October the Commissioner of Education announced the establishment of a division for the purpose of securing teachers for colleges and normal schools. The educational institutions were asked to send lists of former graduates, those about to graduate, and names of any persons who were capable of teaching. This was done in order to secure good teachers and to use those to the best advantage.

The school board service division closed its work in October, 1919, began it again after five months, and for the lack of funds closed its operations in July, 1920.

BETTIE BRUCE EXUM, '21.

An interesting bulletin, "Pitt County, Economic and Social," is mainly the work of the Pitt County Club at the University of North Carolina, and was published early in the year.

"It is an attempt to interpret the present-day forces of life in our native county, and to prepare for competent citizenship and effective public service."

The hope expressed in the foreword is that this Pitt County bulletin will find its way into every home, school, library, and business house in the county; into the hands of every teacher, banker, merchant, minister, lawyer, and farmer; and that all the people might receive in full measure the service the authors crave to render their native county.

It is worthy of careful attention.

The first three chapters are by S. J. Husketh, Superintendent of Schools in Bethel. In the chapter on "Historical Back Ground," he gives the early history of the county and its educational development. One interesting feature is devoted to the county builders, among whom are Thomas Jordan Jarvis, General Bryan Grimes, General James Armstrong, and William Blount. In chapter two he discusses the natural resources, its geography, soils, seasons, and native crops and its timber. In the chapter on "Industries and Opportunities" there are some interesting facts and figures about the county as a great agricultural center. The manufacturing interests are in a table.

S. O. Worthington, of Winterville, in the chapter, "Facts

About Folks," takes up the population; death, marriage, and birth-rates; health department, what the people do; social activities, education, and church membership.

J. V. Perkins of Stokes, under "Wealth and Taxation," discusses industries, agriculture, general facts, tenancy, mortgages and banking, war thrift and the effect of the Revaluation act, on Pitt County.

M. B. Prescott of Ayden furnishes an interesting chapter on "Farm Conditions and Practices."

One chapter by S. O. Worthington, tells of the towns of the county.

I. W. Little calls attention to what is not done in "Home-Raised Food and the Local Market Problem."

"The Rural Schools of Pitt County," "Things to Be Proud Of," and "Our Problems and Their Solution," are three very interesting chapters at the end of the book.

FANNIE BET BROWN.

"Ideals and Achievements in Delaware," is the title of a very attractive booklet, which is the report made of the annual meeting of the Service Citizens.

This organization is not a political, partisan, or sectarian, body. It was formed in order to make demonstration, which might lead to an improvement of fundamental and vital conditions within the commonwealth, and would serve as a guide to other states of the Union.

This booklet gives much interesting information in regard to many promising things that are being done in Delaware.

SEVEN SCHOOL DISTRICTS JOINED TO CONSTRUCT PLANT WHERE PUPILS HAVE ADVANTAGES OF CITY SCHOOL

A consolidated school plant has just been dedicated for $225,000 at Holcomb, Kansas, which is considered one of the most elaborate and complete plants in America.

Seven school districts joined to construct the single plant where the pupils might have the advantages of a city school, including manual training, domestic science, and scientific training of several varieties.

Pupils are transported to school by motor busses driven by the teachers.

The consolidated school group consists of seven buildings in all, a first class farm for instruction in practical agriculture and a large athletic field. In addition to the main high school building, there is a large garage for motor busses, a faculty home, a cottage, and home for janitor.

Gladys Ballance, '21.

SCHOOL ACTIVITIES AND NEWS SPRING TERM

Celebration of President Wright's Birthday

On May 21, the faculty, officers and students of the Training School honored President Wright by giving him a surprise birthday celebration and dinner. A chorus of students serenaded him early in the morning. When he arrived in his office he found it decorated with flowers. The assembly hall was decorated in the colors and flowers of the different organizations, and the students marched in dressed in white. Much to their chagrin, when time for the morning assembly arrived their president was missing, delayed down town by a business engagement. They left the decorations up all the day, so that he could enjoy them.

He and his family and all the members of the faculty and their families were guests at dinner. At the table of honor in the center of the dining room were seated with the president and his wife, the members of the faculty that have been in the school since the first year. The dining room was beautifully decorated. Dorothy Perkins roses predominated in the scheme.

Mr. Austin was master of ceremonies, and presided with ease and dignity. He told of the days when he used to meet a tall black-haired man as he went to his work in Baltimore, little dreaming that they would ever be associated so intimately. He spoke briefly of Mr. Wright's work in Baltimore, telling of the building of the magnificent high school and the search for the man who "would put a soul into the school," and the man chosen was Mr. Wright. Later, when North Carolina looked far and wide to get a North Carolinian

who would put a soul into a new school, they went to Baltimore and found the same man and brought him back home.

Mr. Underwood told of the president in the broader field of education, of his reputation and influence in national affairs educationally. It was significant, he said, that he first met him as they were going to a national educational conference, and he had never attended a national meeting that he did not find him there. Their friendship was begun outside of the State, at these meetings. He had been impressed with the fact that wherever he was found while at these meetings there he was the center of the group. "People of the nation as well as those of the State who are conversant with what is going on in education, appreciate his work. He has contributed more to normal school development than almost any other man working in that field in America. Whenever a difficult and tremendous piece of work has to be done, Robert H. Wright is mixed up with it. When the history of education in North Carolina comes to be written, his shadow will be found trailing across every page."

The toastmaster called on Mr. Wilson to tell what Mr. Wright's life and work are meaning to the childhood of the State, and no one would know that so well as Mr. Wilson. He said there are five hundred thousand school children in the State, and no real parent would exchange a one of them for all the material wealth of the State. Their value cannot be estimated. A man who gives himself to these children works for the highest and best for the State. There is not a man who has contributed more to rural education in the eastern part of the State than Mr. Wright and he has done more to meet and develop present educational ideals in the State perhaps than any other single one. He has been working behind the scene, often, and has given many a curtain lecture, perhaps, but he has influenced the standards and ideals very greatly. He spoke of the pleasure it had been to be closely associated with him in the work. "Many men in their zeal stress the wrong things, but here is a man who has been stressing right things."

Miss Graham told of the ideals and standards he had stood for during his years as president of the Training School. She wove in Mr. Wright's expressions and his own statement of his ideals, until it seemed as if she had collected them into something almost like a creed. She gave as some of the things

he had impressed upon his faculty these: "The bigness and worth-whileness of the job; do not be an imitator but a thinker; no work is more important than that of training teachers for the elementary schools and of improving the rural school of the State." She spoke of the democratic spirit that permeates the school. "He is one of us, ever ready to counsel and serve, one to whom we love to go with our joys and troubles." She referred to his straight-forwardness and honesty in dealing with individuals, his confidence in people and his appreciation of good honest work. She proposed a toast to "him who should be proud of his job, to him who is no imitator, but a master thinker and searcher after truth, to him, a true democrat, who is of us and with us, to him who is straight through and through, and practices what he preaches—to our beloved president."

Mrs. Beckwith was called on to speak in behalf of the officers and teachers, many of whom have been with him since the opening of the school. She cleverly, in balanced sentence, spoke of the things he had been called on to endure throughout the day: "We have sung for you, yelled at you, dragged you out, called in recruits, tabled you, stuffed you, and said just what we pleased to you and about you." She then turned to the serious side of the occasion, and expressed appreciation of his work, saying it had been a joy to tread the path with him, assuring him that those who had been working with him would try to keep pace with him as he reached out toward the visions of the future. She referred to Mrs. Wright as the "ideal school man's wife and the ideal wife of a school man."

Miss Camilla Pittard in behalf of the student body proposed a very apt toast in rhyme.

At the end President Wright at last had a chance to come back with a word. He said he thought the rule against hazing had been broken, for he had been hazed all day. He expressed appreciation of what had been done for him but admitted it was rather embarrassing to be talked about to one's face, yet there was a pleasant side to it. He spoke of the splendid spirit of the faculty and the magnificent student body. He said it isn't money or wealth that brings the highest satisfaction, but love from one's fellow workers.

At the close he announced that it seemed it was his turn to do something, therefore the remainder of the day was declared a holiday.

The Senior Play

"Monsieur Beaucaire," was a brilliant success and in spite of the lowering clouds there was a full house. The audience was entranced with the beautiful scenes and followed well the thrilling plot as it unfolded. It is difficult to say which scene was more lovely, the festive ball-room scene, or those in the wonderful soft moonlight. The lighting effects were far ahead of anything of the kind ever attempted at the Training School, the soft blue for the moonlight scenes, and the spot lights for the characters occupying the center of attention.

The acting was remarkable. Miss Ruth Poindexter as Monsieur Beaucaire, the star, was superb, never once losing that difficult part. She looked as if Louis Phillipe had stepped out of the frame. She was excellent. In the disguises, first as Monsieur Beaucaire, then the Englishman, the Duke de Chateaurien, and finally as Louis Phillipe, heir to the throne of France. She seemed equally good in all.

Miss Helen Bahnson was a lovely Lady Mary, and the sad ending caused a catch in the throat of some, and made others wish it had had the happy ending. One felt the prince could not have found his French lady so charming.

Miss Elyfe Holloway, as Lord Winterset with her scowls and storming carried through wonderfully well the difficult role of the villain.

The inseparable lovers, Harry Rackell, played by Miss Pattie Hunter, and Estelle, played by Miss Nelle Pappendick, made an attractive couple, the contrast in type making them striking. Miss Grace Jenkins, as the fop, Mr. Bantison, furnished most of the humor of the play, and never failed to get across the footlights. Miss Camilla Pittard, as the gracious and charming Lady Clarise, and Miss Millie Everett as Captain Badger, were favorites with the audience, and did as artistic acting as any in the play. Miss Annie Laurie Baucom was beautiful Lady Malbourne and played well the haughty dame.

It took many more workers than those on the stage to make the play a success. The committees that worked behind the scenes deserve great credit for performing well their tasks.

The cast was given in the Spring Quarterly.

Reception to Seniors by President and Mrs. Wright

The reception to the Seniors by President and Mrs. Robert H. Wright on Saturday evening, May 7, 1921, was one of the most delightful ever given a class.

Members of the faculty assisted Mrs. Wright in entertaining and serving. Misses McFayden and Goggin met the guests at the door and Misses Whiteside and Lewis presented them to the line. President and Mrs. Wright, Mrs. Jarvis, Mr. and Mrs. F. C. Harding, Dr. and Mrs. C. O. H. Laughinghouse, Mr. and Mrs. S. B. Underwood and Mr. Rose were in the receiving line.

Misses Ross and Harding received guests in the dining room where refreshments were served by Misses Pearl Wright, Kathryn Lister, Priscilla Austin. Mr. and Mrs. Austin received in the living room. Mrs. Hines and Miss McKinney assisted by Miss Cole served punch. Misses Wilson and Bartholomew received in the library. Misses Mary Wright and Elizabeth Austin entertained with the victrola. Solos were sung by Misses Bartholomew, Aileen Jones, Josie Dorsett and Mr. Rose and were greatly enjoyed. The house was beautifully decorated with red and white cut flowers, potted plants and vines.

Millie Everett.
Lois Boone.

The class of 1921 at their last class meeting made a permanent organization of their class. The purpose of this is to keep in touch with each member through letters written by the secretary. This class is to meet every four years for a reunion, where letters will be read and interesting experiences told.

The officers for the coming four years are as follows: Helen Bahnson, president; Josie Dorsett, vice president; Julia Taylor, secretary and treasurer.

Field Day

Field Day exercises held on the Training School campus May 2, were under the management of the Juniors. The

different phases of the exercise were: A parade, crowning of the May Queen, Field Day sports, baseball, and a carnival.

The parade that passed along Fifth Street was very attractive and made a beautiful show. Major Clark and Superintendent Rose of the graded schools, led the way on horseback, and the Boy Scouts followed. Then came a float with the Queen of May and her court, all adorned in May garlands. Next came the procession on foot which consisted of girls dressed in appropriate costumes to represent the seasons, day and night, rainbow, the Greenville newspapers, and the Training School Quarterly, a group of Seniors representing the Y. W. C. A., members of the "A" class next to the last, followed by another group of Boy Scouts.

The events took place on east side of the campus. The crowning of the Queen of May was the first feature of the program. The races by the model school children were as follows: First grade, sack race, and "wheelbarrow race"; Second grade, hoop race, and hopping race; Third grade, leap-frog race; Fourth grade, relay race and potato race; Fifth grade, relay race between the girls and boys; Sixth grade, toe and heel race, and the snake race between the Fifth and Sixth grades; Seventh grade, the pass ball relay race.

The judges were Superintendent Rose, Mr. F. C. Harding, and Rev. S. K. Phillips, and prizes were awarded to the members of each race by Mr. Wilson, and Mr. Harding. These were generously contributed by merchants of the town.

There were two races by members of the Junior class: the 300 yard dash, and the suit-case race, which created much excitement.

There was a very interesting game of baseball played between members of the Junior class and members of the faculty. The girls did not realize that they were to play against such star players as Mr. Rose, Mr. Wilson, and Mr. Underwood. The faculty won with a score of 12 to 7.

After these sports were over, attention was turned to the carnival on the west side of the campus, where booths were opened, as, negro minstrel, fish ponds, fortune tellers, and annual shows. Candy, ice cream, flowers, and sandwiches were sold at attractive booths.

The money that was made in the various ways was given

to the Y. W. C. A. for the purpose of sending delegates to the Blue Ridge Conference.

"The Revolt," a Play by the "B's"

The "B" class presented a delightful comedy to the school at twilight on May 24, entitled "The Revolt."

The actors played their parts well, keeping the audience in laughter throughout the entire performance.

Miss Clara Dowdy played the part of Grandma Greggs, the founder of the Flushing Academy of Household Science for Young Ladies, who strives to bring up girls in the good old-fashioned way, and teaches them how to manage a husband. The ideal husband was a dummy, whom they kicked and knocked around in her absence, but treated with respect in her presence. Miss Hazel Kennedy took the part of Susan Jane Jones, who was an emissary of the American Ladies' Association for the Promotion of Female Supremacy, arrived to become one of the teachers.

In the absence of the founder of the academy the new teacher presented to her pupils ideas of how to manage a husband, which differed from those of Grandma Greggs.

The young ladies whose parts were taken by Misses Anabell Wood, Nina Rogers, Margaret Holland, Grace Dixon, and Lillian Paul seemed very respectful to the ideals of Grandma Greggs, but were in secret taking new and different views from their teacher. But they as readily deserted the new teacher when they heard the "Fifth Street Call."

The part of Pauline, the little student, who worked out her tuition by scrubbing, was very well played by Miss Ora Evans.

Seniors Entertained by "B's"

The Seniors were entertained at Amuzu Park. They met in front of the Administration Building at 5 o'clock, climbed on eight trucks and were driven three miles to the park.

The girls spent a pleasant evening, boat rowing, swinging, walking and dancing. A delightful supper was served by the "B's." A large camp-fire was built to roast weinies for the crowd. After this all were asked to be seated in the pavilion and there ice cream was served.

The music for the evening was furnished by a player piano and the fiddlers' orchestra.

Mr. Claude Tunstall, the owner of the park, was on hand and did all in his power to make the occasion enjoyable.

ROSALIE WOODLIEF AND MYRTLE LANE.

"A's" Entertain Juniors

The Junior class on the evening of April 28, assembled on the basketball court where they were delightfully entertained by the "A" class during the evening.

The program consisted of selections entitled "The Course of Love Too Smooth," read by Miss Laura Smithwick; "Watching the Sparking," by Miss Leona Johnson; and "Clearing Up Technicalities," by Miss Hortense Mahorne.

The next thing on the program was interesting stories told by Miss Agnes Whiteside.

A folk dance, "I See You," was engaged in by all. Music for the dance was played by the victrola.

A bountiful picnic supper was enjoyed by all.

The Sidney Lanier Society News

The society planned to go on a picnic at Amuzu Park the 9th of April, but on account of rainy weather the picnic was postponed. The program was given by the Juniors in the society hall, a very interesting mock faculty.

Refreshments were served after the program.

On the 14th of May the Sophomores in the society entertained the society on the campus at 7 o'clock.

The program was composed of a few readings and several selections sung by the Glee Club.

Refreshments were served after the program.

The society held its last meeting of the school year, 1920-'21, in the school auditorium at 7 o'clock, May 28.

A very interesting program devoted entirely to music and the life of composers of music was given.

The new officers for the year, 1921-'22, are Annie Ruth Joyner, president of the society; Thelma Shamhart, editor-in-chief for The Quarterly, and Charlie Mae Barker, assistant editor. On account of another position which Lillie Mae Dawson held, she resigned the place of chief marshal, and Beatrice James was elected to take her place.

NELLIE BENSON, '21.

Poe Society News

On May 14 instead of having the regular society meeting, the Poes went on a hike to a beautiful spring near the Old Pitt County Courthouse about five miles from Greenville. Upon reaching the spring a bountiful picnic supper was spread after which a bon-fire was built and numerous ghosts appeared upon the scene. Just at this time everyone gathered around the fire and ghost stories were told. Several selections were rendered by the Society Glee Club, which were greatly enjoyed by everyone. After having spent a very delightful evening, a happy but tired crowd returned to the campus ready for bed.

The following are the new officers: President, Oma O'Briant; treasurer, Hortense Mahorne; business manager of Quarterly, Annie Spruill; assistant editor of Quarterly, Mabel Thomas. The remainder of the officers are elected in the fall term.

At the last meeting, a very enjoyable program was rendered consisting of vocal solos by Annie Laurie Baucom, Nell Pappendick, Virginia Rhea, and Fannie Johnson, and the reading of short selections from the Holy Grail by Camilla Pittard, Carrie Lee Bell, Helen Bahnson, Oma O'Briant, and Hortense Mahorne.

The members of the "B" class visited the newspaper and printing offices to see just how this work is done. They had studied various phases of the work in the English class, but wished to see the presses and machines at work printing.

They had been studying the newspaper from the standpoint of getting news and reporting and from the editorial point of view. They knew what proof reading meant, and they had some idea of the theoretical side of the "making-up" of the paper, but finally they actually saw it done. It is difficult to say what interested them most, the linotype machine, or the press at work. All went away with their names on a line of type from the machine as souvenirs.

This class visited the office by invitation. The class was divided into three sections as follows: First group, Misses Maggie Dixon, president of the class; Madeline Riddick, Margaret Holland, Miliah Peel, Kathleen Jones, Mittie West, Ethel Hardy, Lillian Paul, Viola Rimmer, Ruth Savage, and Annabelle Wood; Group two, Misses Myra Bridgman, Rosa

Deans, Bessie Farless, Senia Frazier, Hazel Kennedy, Beatrice Link, Beatrice O'Neal, Annabel O'Neal, Laura West, Lille Belle Shepherd, Sallie Delle Robertson, and Hyacinth West; Group three, Nellie Burbage, Vida Cahoon, Grace Dixon, Mildred Brodie, Fannie Forbes, Frances Gaskell, Clara Gilliam, Lucy Goodwin, Nellie Lee, Vera Miller, Nina Paul, Allie Perry, Vivian Rice, Nina Rogers, Noma Rogers, Katherine Smith, Mary Vaughn, Ada Wharton, Clara Dowdy, and Ora Evans.

The officers and committee chairmen of the Y. W. C. A. for 1921-'22 are: President, Marie Lowry; vice president, Jodie O'Briant; treasurer, Clara Dowdy; undergraduate representative, Annie H. Felton; secretary, Penelope Wilson; social service, Alma Walkup; social, Marie Riddick; religious, Mary Brock; publicity, Daisy Williams; world fellowship, Louise McCain.

A beautiful installation service was held when the old cabinet gave up their places to the new. The candle servive was used, following the custom of years past.

The Y. W. C. A. sent six girls to the Blue Ridge Conference in June. These girls will have charge of the Y. W. C. A. activities during the next regular session of school. The following girls attended the conference: Misses Marie Lowry, Carrie Lee Bell, Alma Walkup, Marie Riddick, Mary Brock, Lily Mae Dawson, and Miss Trixie Jenkins, who went as a volunteer. Miss Nellie Wyman, faculty advisory member of the Y. W. C. A. cabinet, took the trip to Blue Ridge with the girls.

Rev. Stuart Oglesby from Oxford, N. C., a member of the Albemarle Presbytery, made an interesting talk to the student body one morning.

Miss Emily Walker of Raleigh, representative from the N. C. Red Cross Association, connected with the Community Service work, visited the school for a few days and made an excellent talk to the school conerning the work.

Miss Ruby Wray, a home missionary, teaching in the mountains of Kentucky, in her talk to the student-body made a splendid appeal to the girls thereby arousing much interest in the work.

Dr. Edwards, Mr. and Mrs. Pollock, while holding revival services at the Christian church, visited the school at an

assembly hour. Dr. Edwards delivered an excellent talk to the student body. Mrs. Pollock presided at the piano while Mr. Pollock rendered a few vocal selections.

Mr. J. H. Highsmith, State Inspector of High Schools, visited the school and made a most impressive talk to the students at assembly hour.

ALUMNAE

GRACE SMITH, ALUMNAE EDITOR.

The Alumnae Association was well represented this year at commencement. There were ninety-eight present—the largest number that has ever attended a commencement before. There are now over five hundred members of the Alumnae Association and when the number graduating in August is added there will be five hundred and fifty members.

The alumnae this year were provided with an alumnae hall for their dormitory comforts where all could be together and have a good time.

The association held its regular business meeting June 6. The new officers are: Miss Ophelia O'Brian, president; Miss Bonnie Howard, secretary and treasurer; Miss Lizzie Stewart, corresponding secretary, and Miss Elizabeth Hathaway, new member of executive committee.

The association decided to start an endowment fund through which they could keep some girl in school here.

After the business meeting they were invited to the dining room where they enjoyed a luncheon.

One interesting feature of commencement was the alumnae recital given by Miss Dicie Howell of New York City. It was largely attended and Miss Howell received much hearty applause. The alumnae association realized quite a little sum from this recital, which sum was added to the endowment fund. Full reports of the meeting and the luncheon are given in the commencement report. Those of the alumnae who attended commencement are as follows:

Grace Cloninger, Alma Odom, Helen Elliott, India Elliott, Emma J. Brown, Flora Barnes, Mrs. Annie Gray Stokes Burden, Eloise Tarkenton, Gladys Baum, Mildred Thompson, Annie Smaw, Louise Smaw, Zelma Wester, Ethel Southerland, Edith Matthews, Alla May Jordan, Ruby Garris, Fannie Jack-

son, Jessie Howard, Bonnie Howard, Ruth Hooks, Laura W. Newton, Lizzie Stewart, Janie Tyson, Caroline Fitzgerald, Mrs. Margie Davis Warren, Mattie H. Bright, Mrs. Hannah Cuthrell Brown, Mildred McGowan, Eula Pappendick, Jessie Daniel, Lois Hester, Ruth Proctor, Lillie Mae Whitehead, Pattie V. Farmer, Mrs. Lucile Bulluck Hall, Blanche Lancaster, Jennie McLawhorn, Orene Hollowell, Gay L. Albritton, Mrs. Reba Everett Barnhill, Bess Tillett, Sue Walston Pitts, Mrs. Thelma Bryan Cherry, Dorothy L. Johnson, Roland Martin, Rubelle Forbes, Estelle Greene, Lida Taylor, Mary Whitehurst, Zelota Cobb, Mrs. Emma Cobb Bynum, Ophelia O'Brian, Mrs. Elizabeth Speir Davenport, Fannie Lee Spier, Mrs. Mary Lee Gallup Edwards, Virginia Luther, Ina McGlohorn, Mrs. Ethel Smith Stokes, Mrs. Ethel Finch Worthington, Mrs. Kate Tillery Quinerly, Christine Johnston, Mrs. Mary Moore Nobles, Mavis B. Evans, Mrs. Mary Emma Forbes, Mrs. Lulla Lancaster Stancill, Arley V. Moore, Mrs. Nell Pender Moore, Louise Croom, Ethel Stanfield, Mrs. Camille Robinson Willoughby, Mrs. Christine Tyson Hellen, Nannie Bowling, Nannie Mack Brown, Ruby Worthington, Emma Robertson, Kathrine Boney, Sallie Best, Mrs. Lillian Gardner Mercer, Mrs. Emma Harden Jefferson, Mrs. Callie Ruffin Worsley, Mrs. Lena White Harris, Lucy Barrow, Bessie Lee McArthur, Rena Harrison, Georgia Keene, Lallah Wynne, Bloomer Vaughn, Mrs. Clara Davis Wright, Mary Weeks, Hattie Weeks, Josephine Tillery, Edna Campbell, Mrs. Nell Ray Marston, Mrs. Martha Lancaster Fountain, Mrs. Louise Fleming, Mrs. Mattie M. King Gaylord, and Grace Smith.

Jessie Howard, '18, is attending Columbia University, where she is taking a course in physical education. She will be director of physical education at two schools in Durham, N. C., next year.

The alumnae are showing quite an interest in the college course which the school is offering now. There is a college class of twenty-three alumnae, representing seven classes, who are working for the school's degree, as follows: Misses Pattie S. Dowell, '11; Fannie Lee Patrick, '16; Bloomer Vaughn, '16; Eva A. Pridgen, '16; Nannie Mac Brown, '17; Elizabeth Baker, '17; Mary Elizabeth Evans, '18; Willie Jackson, '18;

Alice Outland, '18; Mary C. Hart, '19; Mary Eliza Whitehurst, '19; Lillie M. Hewitt, '19; Bonnie C. Howard, '19; Millie Harrell, '19; L. Ruth Brown, '20; Minnie A. Hollowell, '20; Orene Hollowell, '20; Nonie Johnson, '20; Virginia Pigford, '20; Henrietta Zahniser, '20; Gertrude Chamberlain, '20; Mary Sumner, '21; and Emily Langley, '21.

Josephine Tillery, '13, is a member of the summer school faculty. She is teaching writing.

Bess Tillitt, '18, taught two weeks in third grade in the Model School, filling out term for Lillian Cole, '19.

Willie Lee Smith, '13, has been teaching in Greenville, S. C. She has been doing excellent welfare work in the mill section of the city.

Nellie Dunn, '16, has been teaching in Washington several years. Her superintendent praises her work highly.

Dinabel Floyd, '16, and Jessamine Ashley, '16, are attending summer school in Asheville, N. C.

Eva A. Pridgen, '16, has had a very pleasant year at Hardrawer, near Enfield, N. C.

Amelia Clark, '17, taught the past two years at Boykins, Va.

Julia Elliott, '17, has had three very successful years at Quinerly School, near Grifton, N. C.

Bettie Allen, '18, taught at Kelford the past year.

Mrs. Rosser Lane (Mattie Poindexter, '18), who lives at Smithfield, has a charming little daughter, Marguerite Poindexter. Mattie came up to see her sister, Ruth, as the star in the Senior play.

Ellen Renfrew, '18, is working in the music department of Royal & Borden Co., Raleigh, N. C.

Mrs. J. C. Stokes (Ethel Smith, '18) is keeping house and also teaching music at Stokes, N. C.

Thelma Munford, '19, had a very successful year at Heathsville, N. C.

Texie Dale, '20, has been very successful at Iotla High School, Franklin, N. C.

Mrs. Hubert Austin (Helen Lyon, '18) is keeping house in Kelford, N. C.

Lottie Futrelle, '19, who is now Mrs. Lloyd Spring, is keeping house and teaching in Rehoboth, N. C.

Eva Stegall, '19, is now Mrs. C. D. Mixon of Lendin, N. C..

Roland Martin and Mr. Wm. B. Herring were married in June and will make their home in Winston-Salem, N. C.

Pauline Newell is now Mrs. Edwards of Simpson, N. C.

Fannie Lee Spier and Mr. Benjamin Law of Pelham, N. C., a tobacconist of Kinston, were married June 22, 1921. Miss Aileen Jones of Snow Hill, now a student here, sang at the wedding. They will make their home at Kinston, N. C.

Mrs. Ike Brook (Annie Wilkinson, '19) is keeping house at New Bern, N. C.

Mrs. D. E. Taylor (Gertrude Critcher, '14) is living in Norfolk, Va.

Mary E. Weston, '14, is now engaged in chautauqua work.

Essie L. Woolard is keeping books in Everetts, N. C.

Vera C. Wooten has made a great success in the Sanford school.

Mary Louise Tucker, '19, was married June 15, 1921, to Mr. Durwood Reed of Hertford.

Louise Moore, '15, is now Mrs. Llewellyn of Mount Airy, N. C.

Mrs. Joe Harper (Susie Barnes, '16) has been teaching at her home in Pinetops.

Mrs. Joe Winslow (Ruth Brown, '16) is keeping house at Hobbsville.

Mrs. Joe Wynn (Selma Edmonson, '16) of Texas, has a little son.

Mrs. Leon Fountain, formerly Martha Lancaster, '16, is now keeping house near Tarboro.

Mary Smith, '16, was married September 15, 1920, to Mr. Gordon Shannonhouse of Durant's Neck.

Kathrine White, '16, is now Mrs. George Harris, Plymouth.

Mrs. C. R. Little (Myrtle Brendle, '17) is living in Asheville.

Mrs. Harry Fagan (Viola Kilpatrick, '17) is keeping house in Pinetops.

Lucile Bullock, '17, is now Mrs. Thomas Hall Markham of Rocky Mount.

Ruth Spivey, '17, is now Mrs. H. R. Winslow, of Hertford.

Miss Mattie McArthur, '19, was married in June to Mr. Sheppard.

Miss Ruby Worthington, '19, is attending the Asheville Summer School.

Miss Lyda Tyson, '19, of Farmville, taught at Jacksonville, N. C.

Miss Lula Quinn, '13, of Beulaville, was married this spring to Mr. Paul Parker of Rose Hill. She was a teacher in the Beulaville Graded School.

Miss Ethel G. Perry, '16, of Franklinton, who has been teaching at Lincolnton for the last two years, has a position with the Southern Automobile Association for the summer.

Myrtle Moore, '20, is living in Crescent City, Fla.

Mrs. R. B. Hope (Lily Freeman, '13), whose husband is pastor of the Christian church at Humboldt, Tenn., spent a few minutes in the school on her way through, after having visited her mother in Norfolk.

SUMMER SCHOOL NEWS AND NOTES

The State and County Summer Schools

Our entire summer school which enrolled 300 pupils is composed of two separate bodies—the State summer school and the county summer school, 103 of the number belonging to the county summer school group.

The State summer school takes in those who have completed high school and are working for further credit or those who wish to raise the standard of their certificate; these are taking some part of the two-year professional course, three summers in this school completing the work of a school year. This is the only school in North Carolina in which three summers are the equivalent of a school year.

In addition to those taking the two-year course we have 23 of the school graduates who are taking the college course offered this summer for the first time. These girls have registered with the idea of doing two years work in addition to

the course they have completed and then receiving a degree from the Teachers' College.

The State summer school also includes a body of students grouped as specials who are here to complete the 15 units necessary for standard high school work. Some of these are from non-accredited schools or have conditions to work off before satisfying the requirements for other classes.

The county summer school is for those who either have no certificate and are working for one or for those who wish to raise the provisional certificate they now hold to an elementary grade.

There is no division in the faculty except that the county summer school director devotes his entire time to the county summer school. The schedule of the other teachers is so arranged that their work is divided between the groups. Miss Hattie Parrot and Mr. Proctor, director of the county summer school, personally interviewed and classified each member of this group. Since summer school started Mr. Proctor has had to leave and Mr. S. J. Husketh has taken his place.

The Faculty

Mr. Willis Holiman, who is a member of the faculty of the Training School this summer, has been superintendent of schools at Spencer, Ind., and was then superintendent of schools at Martinsille, Ind.

He has done quite a lot of research work on school boards, and has worked out a thesis on the school boards of Indiana. This fall he will begin work in the Indiana State College.

Mr. Charles L. Bane, who is now teaching history in the summer school, was formerly a teacher in Tennessee College for Women, Murfreesboro, Tenn., also professor of education in South Western University, Georgetown, Texas.

This fall he will continue his work as teacher in the department of education, Wesleyan University, in Ohio.

He was a special student one semester at the University of Nancy, Nancy, France, and was the organizer of the Ninth Regimental Infantry post school, Bendorf, Germany, 1918-'19.

He received his degree from the University of Texas in 1916, and his A. M. degree from George Peabody College for Teachers in 1920.

Summer School Faculty and Officers

The First College Group

Mr. Frank L. Ashley, who is teaching history this summer, has for several years been superintendent of schools at Washington, N. C. He is very much interested in physical education in schools. After leaving here he will continue his work as superintendent of schools in Washington.

Mr. A. M. Proctor, who was in charge of the county work this summer, after registration, was called away to attend to other duties. Mr. S. J. Husketh, who has been superintendent of the Bethel schools has taken his place. Mr. Husketh is quite interested in working out the question of consolidation. This fall he will continue his work at Bethel.

Miss Ella Bradley, who is teaching mathematics this summer, has been teaching mathematics for several years in the Gastonia high school. She is a graduate of N. C. C. W., and has studied at the University of Tennessee, University of Virginia, University of North Carolina, and at Columbia University. This fall she will continue her work in Gastonia.

Miss Leone Reaves, who is a member of the faculty of the Training School this summer, was also a member of the faculty last summer. She is a graduate of Harrisonburg State Normal, and has studied at George Peabody College and Columbia University.

Miss Ida Pritchett, who is in charge of the public school music department this summer, has been at the head of the department of music at the Central High School, Nashville, Tenn. She is a graduate of George Peabody College, and has attended the Cosmopolitan School of Music, Chicago. Next year she will have charge of the music in the Training School at South Georgia State Teachers' College, Valdosta, Ga.

Miss Jamie Bryan, who is teaching the first and second grades in the Model School this summer, has been teaching the first grade in the Evans Street School, Greenville, N. C. She is a graduate of N. C. C. W., and has attended a summer school at Teachers' College, Columbia University. This fall she will teach the third grade in Asheville.

Miss Dora E. Coates, who is teaching the third and fourth grades in the Model School, has been teaching the second grade in Reidsville. She is a graduate of N. C. C. W. This fall she will continue her same work in Reidsville.

Miss Josephine Tillery, who is teaching writing this sum-

mer, was superisor of writing in Roanoke Rapids, 1919-'20, and later supervisor of writing at Washington, N. C. She received her certificate from the A. N. Palmer School, New York, in the summer of 1919, and has been very successful in her teaching.

Miss Helen Jones Winborne, who is teaching piano this summer, has been teaching at Chowan College. She is a graduate of Chowan College, and has had special training at Peabody Conservatory, Baltimore.

The regular members of our faculty who are teaching here this summer are: Mr. C. W. Wilson, director of the summer school; Mr. Leon R. Meadows, Mr. Herbert E. Austin, Misses Mamie E. Jenkins, Birdie McKinney, Margaret Collins, Kate W. Lewis and Agnes Whiteside. Miss Fannie McClelland is principal of the Model School.

The College Group

There are twenty-three graduates in this group representing seven different classes—1911, 1916, 1917, 1918, 1919, 1920 and 1921. One of the first graduates is here.

They certainly are a happy looking class. Every one seems delighted that E. C. T. T. S. can offer this advanced work and every one wants to come until she can proudly walk away with a college diploma.

They note a good many improvements since several of them were here. You could hear exclamations of this kind in all directions on the days of their arrival: "O, aren't the grounds pretty now?" "Look how the trees have grown!" "Doesn't it seem good to see so many paved walks instead of the board walks we used to have?" "This library is now where Miss Davis' class room used to be!" One of the 1921 class said: "Why it will not be long before this will be the leading school in the South." We felt especially proud when Mr. Wright told us that E. C. T. T. S. was one of the fifty colleges in the United States that were recognized by the American Teachers' Association as teachers' colleges.

Several of these girls are coming back in the fall and many of them are planning to return next summer.

President Wright Leads Y. W. C. A.

President Wright addressed the summer school students at the first Y. W. C. A. service during the summer term. He spoke of the supreme importance of lining up on the right side during the present world crisis. He said we live in an interesting period of history, a period of transition from war organized on a destructive basis of faith in no one person or thing, to one of suspicion, characterized by hate.

He strongly emphasized the importance of proper adjustment to conditions in the new era brought about by the close of the war, and organization along definite lines. He declared that we have been feasting to a point of indency. There is less of "craziness" in North Carolina than perhaps anywhere else, and yet we are not free from it.

President Wright reiterated the necessity for square dealing and a vivid consciousness of our obligations. As a remedy for the present unrest he recommended planting truth only in the hearts of the coming generation, a closer walk with the Master and a real love for humanity. As an illustration of the example of truth he was setting forth, Jesus was shown a human instrument in the hands of His father.

This talk was a real inspiration to the students and gave them an opportunity to know President Wright. They do not have the opportunity to hear him daily and come under his influence as do the regular students throughout the year.

Speakers for The Y. W. C. A. for the Summer

June 19, Mr. Robert H. Wright; June 26, Dr. James B. Turner; July 3, Dr. B. W. Spilman; July 10, Mr. C. W. Wilson; July 17, Rev. Walter Patten; July 24, Mr. H. E. Austin; July 31, Community Sing.

Mrs. Beckwith Entertains

The summer school faculty was charmingly entertained by Mrs. Beckwith on Thursday, June 23. The party was an out-door affair, which was given on the woodland stage on the west campus.

This presented a very beautiful scene. The stage was brightly lighted and tastefully decorated, the color scheme

of yellow and white being used effectively. Cut flowers and ferns added to the beauty as well as the number of yellow butterflies in evidence everywhere.

"Progressive Seniors," an adaptation of "Hearts" was enjoyed by all. Many stunts caused a great deal of fun, among these being a dramatization of a love story, a motion song, a spelling backward match.

The bowl of punch was popular throughout the evening. Ice cream cones were served later on in the evening. It was altogether a thoroughly delightful occasion.

Every Friday evening the girls, under the direction of Miss Pritchett, find a very pleasant recreation in community singing. Most of the girls are eager and willing to learn the rote songs, so they may go back to their schools and put the song in the heart of the child.

Community singing gives the teacher a chance to learn to sing whether she has a musical education or not.

These meetings seem to be full of educational value as well as pleasure.

Reception to Baptist Girls

A most enjoyable social was given by the Immanuel Baptist Sunday school at the Immanuel Baptist church during the summer.

The girls were given a cordial welcome by members of the Sunday school. The chief entertainment of the evening was games. During the evening several victrola selections were played. Ice cream cones and wafers were served.

President Wright's Talk to Summer Students

President Wright made a strong talk to the students of the summer school Tuesday morning, the first time he had appeared at assembly exercises.

He told the students something of the purpose of the school, and its standards and ideals, explained to them the place in the educational system of the State, and called on them to advertise the school by telling others about it. His talk was inspirational, especially at the close when he stressed the great need for trained teachers and pleaded with the student teachers to heed the call of the little children of North Caro-

lina who are begging them for light to show them the way out of darkness.

He carefully explained the different courses and the difference between the normal, or two year course, and the college, or four year course. By calling this what it henceforth actually is, a normal school and a teachers' college, he made the distinction clear. The two year, or normal course, entitles a student to the "B" grade of certificate in the State scheme of certification. This means they are accredited with the same grade of certificate as students from any other college in the State get for three years of work beyond the high school. This is because of the nature of work done here. The four year course, or college course, entitles the graduates to an "A" grade of certificate or the highest offered by the State.

When President Wright announced that this was the only teachers college in North Carolina recognized by the American Association of Teachers' Colleges, of which there are fifty in the United States, the students applauded. This means that it is the only school that devotes its whole time to the training of teachers.

Three summer terms in this school are counted as a year, whereas it takes four of any other summer school in the State. This is because this has an eight weeks term, while the others have only six weeks.

He declared that when a teacher has her highest grade certificate she is then really licensed to teach school, and school teaching is then on a professional foundation, but not until then. The spirit of the professional teacher in North Carolina is what has brought this to pass. He expressed the wish that he would live to see builded at this place one of the greatest teachers' colleges in the country. It will take money to get it here. He said that he wanted the next legislature to appropriate one million, four hundred thousand dollars, and that would get the plan well on the way. He said he hoped that next year over a hundred graduates would go out from the school, the next more, and more until there would be five hundred teachers sent from this school into the schools of North Carolina every year.

SUMMER SCHOOL STUDENTS

BEAUFORT

Nellie Burbage
Georgia Clayton
Frances Gaskell
Annie A. Heath
Minnie Hollowell
Cora V. Lee
Mrs. G. W. Lewis
Elva Moore
Fannie Lee Patrick
Katherine Smith
Laura Smithwick
Lena Mae Smithwick
Pauline Taylor
Clara Rebecca Dixon
Fannie Harris
Willie Mae Langley
Ophelia Latham
Flora Lee
Murrel Miller
Lila Mae Prescott
Lily Mae Warren
Olive Winstead

BERTIE

Lucretia Bunch
Rosa Deans
Jessie Flythe
Millie Harrell
Naomi Hill
Sallie Perry
Allie Perry
Mrs. Rebecca Bond
Bessie Lassiter
Sophie Amelia Phelps
Lou Thomas
Nora Todd

BLADEN

Eva Tatum
Louise Jessup
Belle Johnson
Ollie Johnson
Margaret McIver Jones

CAMDEN

Susie Biggs
Claudia Burgess
Mabel Etheridge
Beulah Mitchell
Gladys Norris
Margaret Frances Etheridge
Mabel Etheridge
Laura Belle Harris
Captolia Wilson

CARTERET

Carrie Gibson Ward

CASWELL

Aileen Kate Wells

CHOWAN

Orene Hollowell
Agnes Smith
Cornie Ward

COLUMBUS

Annie Belle Page

CRAVEN

Mae B. Osborne
Mrs. J. A. Tyndall
Violet Mae Whitford

CUMBERLAND

Maude Berlin Beard
Eva Ethel Harris
Gertrude Melvin
Addie E. Thorpe
Mary Eva Crumpler
May Estelle Crumpler
Mary Fuller Culbreth

DARE

Lucy Miller
Kansas Hooper

DAVIDSON

Marie Hawkins

DUPLIN

Aletha Blackmore
Nora Blackmore
Laura Beth Gaylor
Floy Quinn
Virginia Pigford
Ludie Mae Alderman
Nellie L. Chestnut
Bessie Mae Horne
Frances Mercer
Lula Mercer
Ruth Savage

DURHAM

Mary Clarice Fletcher
Sara Smith
Vallie Fogleman

EDGECOMBE

Nannie Mack Brown
Florence Corbett
Carrie Mercer
Eva Pridgen
Mamie Pridgen
Annie Laura Savage
Ethel Davenport

FRANKLIN

Annie J. Perry
Irene Woodlief
Lutie Boone

GATES

Mabel Blanchard
Ethel Carter
Elizabeth Hobbs
Sybil Russell

GRANVILLE

Marguerite Cannady
Siddie Rogers
Pauline Stem
Mary Vaughn
Aretha Myrtle Jeffreys
Maggie Parrish
Bettie Pittard
Hattie Lorraine Waller

GREENE

Bettie Carraway
Ailean Jones
Edna Earle Ormond
Rachel Mae Taylor
Mamie Grimsley

GUILFORD

Bonnie Howard

HALIFAX

Louise Allsbrook
Mamie Butts
Ermine Lowe
Beulah Moore
Madeline Riddick
Lillian Bailey
Juanita Carraway
Nannie Cawthorne
Mary Portis Hale
Myrtle Greene
Rose O'Geary

HERTFORD

Jennie Pruden
Mary Cleo Pruden
Ethel Teaster

HYDE

Ethel Midgette
Mae Willie Roberts
Rena Farrow
Mary Marshall
Doris Murray
Janie Murray
Jane Elizabeth Swindell

JOHNSTON

Mrs. K. G. Johnston
Julia S. Rose
Myrtie Bass
Julia M. Grant
Lillie Langston
Johnnie Lee
Lucy Lee

JONES

Madie Oliver

LEE

Gertrude Chamberlain
Ruth Poe

LENOIR

Daisy Everett
A. H. Kilpatrick
Marle Scott
Arlene Stroud
Hazel Waters
Meta Stroud
Lois Suggs

MACON

Ruth Poindexter

MARTIN

Rhoda Peele
Ethel Clarke
Lillian Viola Holliday
Nella Mabe
Katie Mae Robinson
Mary Taylor
Virginia Taylor

MECKLENBURG

Marie McKinnie
Connie Griffin

MOORE

Minnie Mae Johnson

NASH

Rosa Braswell
Sallie Braswell
Pauline Matthews
Bloomer Vaughan

NORTHAMPTON

Fannie C. Daughtrey
Alice Outland
Etta Rowland
Julia Vann
Mae Willard Gilliam
Ruby McDaniel

ONSLOW

Lorraine Cox
Lillie Hewitt
Rachel Hewitt
Calloway Hewitt
Ida Holland
Lila Mae Justice
Sadie Kellum
Eloise Redd
Daisy Smith
Sue Scott
Grace Bloodgood
Lee Pickett
Olive Elizabeth Pittman

ORANGE

Beatrice Link

PAMLICO

Nellie Lee
Nina Paul
Ada Wharton

PASQUOTANK

Lina Capps
Margaret Chesson
Alma Haymon
Margaret Harrell

PENDER

Mrs. Fannie K. Henry
Myrtle Horrell
Effie Mae Blanchard
Gussie May Raynor

PERQUIMANS

Attie E. Bray
Alice Elliot
Sallie Miller
Mary Sumner
Mary I. White
Mattie Lou Williams
Annabel Wood
Isa Gladys Winslow

PITT

Lela Andrews
Lois Atkinson
James H. Barker
Annie Bryan
Ella Loraine Beddard
Juanita Carraway
Blanche Flanagan
Doris Jackson
Della Bryan
Leona Blanche Norman
Joe Norman
Earle Parkerson
Mary Lucy Parkerson
Mary Blanche Patrick
Mamie Ruth Pollard
Mrs. S. A. Porter
Mrs. S. T. Porter
Ella T. Smith

Mattie Cannon
Cora Lee Carroll
Mildred Dupree
Lonnie Ellis
Rosamand Flanagan
Thelma Flanagan
James Fleming
Lucy Fleming
Alice Fulford
Sarah E. Harding
Mary C. Hart
Sybil M. Heath
Willie Jackson
Rillie James
Annie Mae Kittrell
Wesley Laughinghouse
Hildah Smith
W. Jasper Smythe
Frances Taft
Katherine Tripp
Myrtle R. Tucker
Nelle Ward
C. B. West
Louise Whichard
Mary Whitehurst
Ida Belle Worthington
Henrietta Zahnizer
Ada Moore
Myrtle Paul Overton
Olivia Rasberry
Maggie Teel

ROBESON

Elizabeth Baker
Elizabeth Evans
Nonie Shaw Johnston
Freda Faulk

ROCKINGHAM

Claudia O'Brian

SAMPSON

Llewellyn Beaman
Frances Clifton
Beulah Mae Carter
Lillian McArthur
Nellie Simmons

TYRRELL

Eva Bateman

UNION

Eunice Hoover
Ida Belk

VANCE

Fannie Eleanor Fuller
Florence Tippett

WAKE

Nina Broadwell
Pattie S. Dowell
Mary E. Dunn
Helen Wharton
Lillian Rickmond
Mary E. Watts

WASHINGTON

Kattie Davenport
Elizabeth Phelps
Fannie Moore Blount
Calla Bowen
Essie Jordan

WAYNE

Sallie Belle Overman

WILSON

Annie Beulah Barnes
Nora Mae Barnes